

U.S. FOREIGN SERVICE CORPS

for ADM Stan Turner

STAT

HEARING
BEFORE THE
SUBCOMMITTEE ON EDUCATION
OF THE
COMMITTEE ON
LABOR AND PUBLIC WELFARE
UNITED STATES SENATE
NINETY-FIRST CONGRESS

SECOND SESSION

ON

S. 939

TO AMEND THE HIGHER EDUCATION ACT OF 1965 IN
ORDER TO PROVIDE FOR A UNITED STATES FOREIGN
SERVICE CORPS

JANUARY 29, 1970

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(II)

CONTENTS

Text of—	Page
S. 939, the U.S. Foreign Service Corps.....	2
Section-by-section analysis.....	22
Departmental reports on S. 939, from:	
Bureau of the Budget.....	24
Civil Service Commission.....	25
General Accounting Office.....	26
Department of Health, Education, and Welfare.....	27
Department of State.....	28

CHRONOLOGICAL LIST OF WITNESSES

JANUARY 29, 1970

Dominick, Hon. Peter H., a U.S. Senator from the State of Colorado.....	1
Mace, Howard, Deputy Director General, Foreign Service; accompanied by Joseph Toner, Director of Personnel and Manpower, AID, and Dr. George Hildebrand, Deputy Under Secretary for International Affairs, Department of Labor.....	56
Grassmuck, Dr. George, Special Assistant to the Secretary for International Affairs, Department of Health, Education, and Welfare.....	79
Wilcox, Dr. Francis, dean, Johns Hopkins School of Advanced International Studies, representing the American Council on Education....	87
Tanter, Raymond, professor, Department of Political Science, University of Michigan.....	94
Gereau, Mrs. Mary Condon, legislative consultant, National Education Association, on behalf of Dr. John M. Lumley, Assistant Executive Secretary, Legislation and Federal Relations, National Education Association...	102
Knoll, Dr. Samson, dean of faculty, Monterey Institute of Foreign Studies, Monterey, Calif.....	106
Hart, Ambassador Parker, president, Middle East Institute, Washington, D.C., and former Director, Foreign Service Institute.....	115
Allen, Ambassador George, president, Diplomatic and Consular Officers, Retired, Inc., Washington, D.C., and former Director, Foreign Service Institute.....	122
Zogby, Ghosn J., vice president, Foreign Service Research, Inc., Washington, D.C.....	127
Davis, Dr. Vincent, visiting research associate, Princeton Center for International Studies, and executive director, International Studies Association.....	130

STATEMENTS

Allen, Ambassador George, president, Diplomatic and Consular Officers, Retired, Inc., Washington, D.C., and former Director, Foreign Service Institute.....	122
American Foreign Service Association, prepared statement.....	156
Davis, Dr. Vincent, visiting research associate, Princeton Center for International Studies, and Executive Director, International Studies Association.....	130
Dominick, Hon. Peter H., a U.S. Senator from the State of Colorado.....	1
Gereau, Mrs. Mary Condon, legislative consultant, National Education Association, on behalf of Dr. John M. Lumley, Assistant Executive Secretary, Legislation and Federal Relations, National Education Association.....	102
Grassmuck, Dr. George, Special Assistant to the Secretary for International Affairs, Department of Health, Education and Welfare.....	79
Prepared statement.....	79

(III)

IV

Hart, Ambassador Parker, president, Middle East Institute, Washington, D.C., and former director, Foreign Service Institute.....	Page 115
Hildebrand, George H., Deputy Under Secretary of Labor for International Affairs, prepared statement.....	59
Knoll, Dr. Samson, dean of faculty, Monterey Institute of Foreign Studies, Monterey, Calif.....	106
Prepared statement.....	106
Mace, Howard, Deputy Director General, Foreign Service; accompanied by Joseph Toner, Director of Personnel and Manpower, AID, and Dr. George Hildebrand, Deputy Undersecretary for International Affairs, Department of Labor.....	56
Tanter, Raymond, professor, Department of Political Science, University of Michigan.....	94
Prepared statement.....	95
Wilcox, Dr. Francis, dean, Johns Hopkins School of Advanced International studies, representing the American Council on Education.....	87
Prepared statement.....	88
Zogby, Ghosn J., vice president, Foreign Service Research, Inc., Washington, D.C.....	127

ADDITIONAL INFORMATION

Communications to—

Dominick, Hon. Peter H., U.S. Senator from the State of Colorado, from:

Bailey, Stephen K., chairman, Policy Institute, Syracuse University Research Corp.....	146
Brown, Harrison, foreign secretary, National Academy of Sciences.....	147
Mosely, Philip E., director and associate dean, Faculty of International Affairs, Columbia University.....	150
Simpson, Smith, Annandale, Va.....	150
Van Wagenen, Richard W., Chief of Training (Personnel Division), World Bank.....	150
Cefkin, Prof. J. Leo, and Foss, Phillip O., chairman, Department of Political Science, Colorado State University.....	151
Burke, Arleigh, Washington, D.C.....	151
Millard, Richard M., director, Higher Education Services, Education Commission of the States.....	152
Langer, William, professor of history, Harvard University, and former member, advisory board, Foreign Service Institute.....	153
Fulton, Richard, executive director, United Business Schools Association.....	153
Hullinghorst, Robert S., director, resource development program, Western Interstate Commission for Higher Education.....	154
Glennan, T. Keith, assistant to the chairman, Urban Coalition, Washington, D.C.....	154
Black, Cyril E., director, Woodrow Wilson School of Public and International Affairs, Center of International Studies, Princeton University.....	154
Mosher, Frederick C., Prof., University of Virginia.....	155
Bray, Charles W., III, chairman of the board, American Foreign Service Association.....	156
Rheault, Andre E., director, Washington Office, Education and World Affairs.....	157
Allen, Ambassador George V., president, Diplomatic and Consular Officers, Retired, Inc.....	158
Whedbee, Robert E., director, Office of International Programs, Colorado State University.....	158
Dulles, Allen W., Washington, D.C.....	159
Department of Agriculture.....	163
Department of Commerce.....	165
Department of Defense.....	166
Department of Health, Education, and Welfare.....	184
Department of Interior.....	189
Department of Justice.....	191
Department of Transportation.....	192
Department of Treasury.....	193
U.S. Information Agency.....	198

v

Communications to—Continued

Spelts, Richard J., Legislative Assistant to Senator Dominick, from:	Page
George, Alexander, professor of political science, Stanford University	159
Knight, Douglas M., president, Duke University	159
Chowe, Stephen, Prof., Thunderbird Graduate School of International Management, Phoenix, Ariz.	160
Goheen, Robert F., president, Princeton	160
Tanter, Raymond, associate professor, Department of Political Science, University of Michigan	161
Miscellaneous—	
Table I, Federal civilian employees serving overseas, by agency, December 1969	37
Table II, accessions and separations of Federal civilian employees overseas, by agency, for month of August 1969	38
Table III, Federal civilian employees serving overseas, by country, June 1968	39
Table IV-A, cost of commissioning cadets at each service academy, fiscal year 1967	55
Table IV-B, cost of commissioning cadets at Coast Guard Academy and Merchant Marine Academy	55
Table V, capital investment, enrollment and operating cost at each service academy, fiscal year 1968	56
Memo, Federal departments and agencies with responsibilities in the field of foreign affairs, prepared by the Legislative Reference Service, Library of Congress	204
Statistical report, the Foreign Service officer's examination, Educational Testing Service	142
Course enrollments, Foreign Service Institute, fiscal year 1969	70
Departments and agencies using Foreign Service Institute training facilities, fiscal year 1969	71
Instructional costs and tuition rates, Foreign Service Institute	72
Memo, Foreign Service Examination vs. Graduate Record Examination	75
Departmental agencies administering foreign programs	77
Inservice training of overseas employees, Department of Health, Education, and Welfare	84
Questions submitted by Senator Dominick to 9 Federal Government departments and agencies	162
Table, selected major agencies with U.S. citizens as civilian employees in foreign countries, by function and amount of inservice training	162
Table, selected major agencies with employees residing within United States who are administering Government programs involving continuing contact with foreign countries	162
Table, educational attainment prior to entry on duty—Foreign Service officers and comparable Government appointees	75
Table, attrition rates of Foreign Service officers, 1960-1969	76

U.S. FOREIGN SERVICE CORPS

THURSDAY, JANUARY 29, 1970

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION,
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to call, in room 4232, New Senate Office Building, Senator Claiborne Pell (chairman of the subcommittee) presiding.

Present: Senators Pell, Javits, and Dominick.

Senate staff present: Stephen J. Wexler, counsel to the subcommittee; Roy H. Millenson, minority counsel to the subcommittee; and Richard J. Spelts, legislative assistant to Senator Dominick.

Senator PELL. The Subcommittee on Education will come to order.

Today, we will hear witnesses discussing their views on S. 939, a bill to amend the Higher Education Act of 1965, in order to provide for U.S. Foreign Service Corps, introduced by Senator Peter Dominick of Colorado.

Due to our extensive witness list I will not go into the detail on the bill at this time but look forward to hearing witnesses, not only as the chairman of the subcommittee, but also as a member of the Foreign Relations Committee. With such dual responsibility I have a completely open mind with regard to the bills.

Senator DOMINICK. Mr. Chairman, I would like to make an opening statement.

Senator PELL. Certainly.

Senator DOMINICK. Mr. Chairman, we begin hearings this morning on my bill, S. 939, a scholarship program called the Foreign Service Corps.

First, I would like to say I am delighted to have the bill come before the Education Subcommittee at a time when it is chaired by Senator Pell. With your background as a State Department and Foreign Service officer for 7 years, your very able assistance during consideration of the merits of the proposal will be of benefit to us all.

I don't think it is necessary for me to go into detail concerning the provisions of the bill. I will ask, however, that the text of the bill, a section-by-section analysis, and the Department reports which have been received be printed in the hearing record.

Senator PELL. Without objection, so ordered.

(The documents furnished follow:)

(1)

91ST CONGRESS
1ST SESSION

S. 939

IN THE SENATE OF THE UNITED STATES

FEBRUARY 7, 1969

Mr. DOMINICK introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To amend the Higher Education Act of 1965 in order to provide for a United States Foreign Service Corps.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That the Higher Education Act of 1965 is amended (1) by
4 redesignating title XII and sections 1201 through 1210,
5 and all references thereto, as title XIII and sections 1301
6 through 1310, respectively, and (2) by inserting after title
7 XI a new title as follows:

8 "TITLE XII—UNITED STATES FOREIGN SERVICE
9 CORPS

10 "ESTABLISHMENT OF CORPS

11 "SEC. 1201. The Congress recognizes that the world and
12 the universe are growing smaller in terms of time and space

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1 which necessitates now, and will demand in the future, con-
2 stant informed contact, knowledge and understanding among
3 all the peoples of the world in diplomatic, cultural, and com-
4 mercial exchanges. The success of these exchanges and the
5 survival of the world may depend upon the ability, education,
6 training, and intelligence of the men and women charged with
7 responsibilities relating to the foreign relations of the United
8 States. To assure that there is adequate opportunity for the
9 young men and women of the United States to enter this vast
10 field with the best possible training of their natural abilities
11 and to advance the professional education and training of the
12 officers and employees of the Government currently engaged
13 in the field of foreign relations, there is hereby established,
14 as provided in the succeeding provisions of this title, a Corps
15 to be known as the United States Foreign Service Corps
16 (hereafter in this title referred to as the 'Corps'). The Corps
17 shall consist of all students admitted to the Corps under sec-
18 tion 1205; and all officers and employees of the Government
19 admitted to the Corps under section 1207, who are enrolled in
20 a program of education, training, or research, or a course of
21 study, approved by the Board under section 1204.

22 "DEFINITIONS

23 "SEC. 1202. As used in this title—

24 "(a) 'Government' means the Government of the
25 United States;

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1 “(b) ‘non-Federal institution of higher education’
2 means an institution of higher education which is not
3 owned or substantially controlled by the Government of
4 the United States;

5 “(c) ‘Board’ means the Board of Trustees of the
6 Corps;

7 “(d) ‘department or agency’ means an executive
8 department, a military department, an independent
9 establishment, or a Government corporation as specified
10 in chapter 1 of title 5, United States Code;

11 “(e) ‘training month’ means any month during
12 which a member of the Corps admitted under section
13 1205 is taking at least the minimum level of credit hours
14 in a full-time course of study prescribed by the Board,
15 or is taking field training as assigned by the Board; and

16 “(f) ‘dependent’, when used in relation to a de-
17 pendent of a member of the Corps admitted under sec-
18 tion 1205, means an individual who qualifies as a
19 dependent of such member under section 152 of the
20 Internal Revenue Code of 1954, as amended.

21 “BOARD OF TRUSTEES

22 “SEC. 1203. (a) The management and supervision of
23 the Corps shall be vested in a Board of Trustees. The Board
24 shall develop and support, as provided hereinafter, programs
25 of education, training, and research in the field of foreign re-

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1 lations designed to prepare, or advance the qualifications of,
2 members of the Corps for service with the United States in
3 positions or programs related to such field.

4 “(b) The Board shall consist of the Secretary of State,
5 four educators to be appointed by the President, two mem-
6 bers of the United States Senate to be appointed by the Vice
7 President, and two members of the House of Representa-
8 tives to be appointed by the Speaker of the House of Repre-
9 sentatives. Not more than one of the trustees appointed from
10 the Senate nor one of the trustees appointed from the House
11 of Representatives shall be of the same political party.

12 “(c) (1) The term of each member of the Board ap-
13 pointed from the Senate and the House of Representatives
14 shall be two years.

15 “(2) The term of each member of the Board appointed
16 by the President shall be four years; except that of the first
17 four persons appointed by the President two shall be desig-
18 nated to serve for two years and two shall be designated to
19 serve for four years.

20 “(3) Members of the Board shall be eligible for re-
21 appointment.

22 “(d) Vacancies created by death or resignation shall be
23 filled in the same manner in which the original appointment
24 was made, except that the person appointed to fill the
25 vacancy shall be appointed only for the unexpired term of
26 the trustee whom he shall succeed.

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1 “(e) Members of the Board shall serve without pay,
2 but shall be entitled to reimbursement for travel, subsistence,
3 and other necessary expenses incurred in the performance of
4 their duties.

5 “ESTABLISHMENT OF CORPS PROGRAMS

6 “SEC. 1204. (a) In order to carry out the purposes of
7 this title, the Board is authorized and directed to make ar-
8 rangements with qualified non-Federal institutions of higher
9 education providing for the admission of qualified members of
10 the Corps to such institutions for their enrollment in pro-
11 grams operated by and at such institutions which are
12 designed to—

13 “(1) enable qualified students who are admitted to
14 the Corps pursuant to section 1205 to pursue full-time
15 courses of study approved by the Board relating to the
16 field of foreign relations and leading to the granting of
17 an undergraduate or graduate degree;

18 “(2) enable qualified officers and employees of the
19 Government having duties or responsibilities in the field
20 of foreign relations who are admitted to the Corps pur-
21 suant to section 1207 to pursue, on a voluntary basis and
22 on such terms and conditions as the Board may pre-
23 scribe, professional education, training and research ac-
24 tivities approved by the Board relating to the field of
25 foreign relations, including selected subjects from a gen-

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1 eral curriculum, or to pursue full-time courses of study
2 approved by the Board relating to the field of foreign
3 relations and leading to an undergraduate or graduate
4 degree; and

5 “(3) enable selected members of the Corps to en-
6 gage in research activities approved by the Board relat-
7 ing to the field of foreign relations.

8 In addition, such arrangements shall provide for a program
9 of appropriate orientation and language training by and at
10 such institutions for members of the families of persons ad-
11 mitted to the Corps or of officers and employees of the Gov-
12 ernment who are not members of the Corps, but have duties
13 or responsibilities in the field of foreign relations, in antici-
14 pation of, or on account of, the assignment of such members
15 of the Corps or officers or employees of the Government to
16 a foreign country or area.

17 “(b) In carrying out its functions under subsection
18 (a), the Board shall not enter into any arrangement with
19 a non-Federal institution of higher education unless such
20 arrangement provides that such institution will offer to mem-
21 bers of the Corps, as a part of its curriculum, courses of study
22 or activities of education, training, or research in the field
23 of foreign relations approved by the Board as satisfactory of,
24 in order to prepare, or advance the qualifications of, mem-
25 bers of the Corps for service with the United States in posi-

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1 tions or programs related to the field of foreign relations.

2 “(c) The number of persons who may receive instruc-
3 tion and training under the various programs of the Corps
4 shall be determined by the Board; except that not more
5 than three thousand five hundred students may be admitted
6 under section 1205 as new members of the Corps in any
7 academic year for the purpose of pursuing courses of study
8 leading to an undergraduate degree, and not more than
9 fifteen hundred students may be admitted under section 1205
10 as new members of the Corps in any academic year for the
11 purpose of pursuing courses of study leading to a graduate
12 degree.

13 “NOMINATION AND ADMISSION OF STUDENTS INTO CORPS

14 “SEC. 1205. (a) The Board shall provide for the hold-
15 ing of annual competitive undergraduate and graduate exami-
16 nations to determine the admission of applicants into the
17 Corps from among students who are nominated pursuant to
18 subsection (c). Such examinations shall test the intellectual
19 capacities and training of the applicant and his aptitude for
20 service in the field of foreign relations. The Board shall
21 develop such examinations in consultation with non-Federal
22 institutions of higher education with which it has made
23 arrangements under section 1204.

24 “(b) Applicants for the annual undergraduate examina-
25 tion held by the Board shall be citizens of the United States

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1 who are graduates of, or attending, a public secondary school
2 in, or any private secondary school accredited by, a State, or
3 a public or private secondary school in a foreign country
4 which in the judgment of the Board provides an educational
5 program for which it awards a certificate of graduation gen-
6 erally accepted as constituting the equivalent of that awarded
7 by secondary schools accredited by a State. Applicants for
8 the annual graduate examination held by the Board shall be
9 citizens of the United States who are graduates of, or attend-
10 ing, an institution of higher education in the United States or
11 of an institution of higher education in a foreign country
12 which provides an educational program for which it awards a
13 degree which in the judgment of the Board is generally
14 accepted as constituting the equivalent of a bachelor's degree
15 awarded by similar institutions in the United States. No ap-
16 plicant shall be eligible to take any such examination unless
17 he has first been nominated pursuant to subsection (c).

18 “(c) (1) A total of eight thousand four hundred and
19 eighteen applicants shall be nominated each year to take the
20 annual competitive examinations held by the Board as
21 follows:

22 “(A) two hundred and twenty from the United
23 States at large as follows:

24 “(i) one hundred nominated by the President,

25 “(ii) sixty-six nominated by the Vice Presi-
26 dent, and

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1 “(iii) fifty-four nominated by the Secretary of
2 State;

3 “(B) thirty from each State, fifteen nominated by
4 each Senator from the State;

5 “(C) fifteen from each congressional district,
6 nominated by the representative from the district;

7 “(D) three from each State nominated by the
8 Governor of the State;

9 “(E) seven from the Commonwealth of Puerto
10 Rico nominated by the Resident Commissioner from
11 Puerto Rico;

12 “(F) ten from the District of Columbia, nominated
13 by the Commissioner of the District of Columbia;

14 “(G) three from the Virgin Islands, nominated by
15 the Governor of the Virgin Islands; and

16 “(H) three from the Canal Zone, nominated by
17 the Governor of the Canal Zone.

18 “(2) No person may be nominated under clauses (B)
19 through (G), inclusive, of paragraph (1) unless such per-
20 son is domiciled in the State, or in the congressional dis-
21 trict, from which such person is nominated, or in the District
22 of Columbia, the Commonwealth of Puerto Rico, or the
23 Virgin Islands if nominated from one of those places. To
24 be eligible for nomination by the Governor of the Canal
25 Zone, a person must be a resident of the Canal Zone, or a

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1 member of the family of a resident of the Canal Zone, or a
2 member of the family of a civilian officer or employee of
3 the United States or the Panama Canal Company residing
4 in the Republic of Panama.

5 “(3) After the initial three years of operation of the
6 Corps, if the Board determines that the total number of appli-
7 cants who will be qualified and admitted as new members
8 in the Corps prior to the beginning of any academic year
9 under this section for the purpose of pursuing courses of
10 study during such academic year leading to undergraduate
11 or graduate degrees, respectively, will be below the total
12 number of applicants who may be so admitted to the Corps
13 in accordance with section 1204 (c), the Board may
14 nominate to take a competitive examination held prior to
15 such academic year, and select for admission to the Corps,
16 in the order of merit established by such examination, such
17 additional number of eligible applicants as the Board finds
18 will be necessary to meet the needs of the Corps programs in
19 such academic year and will not exceed the limitations set
20 forth in section 1204 (c).

21 “(d) Applicants under this section shall be selected for
22 membership in the Corps in the order of merit established
23 by the annual examinations held by the Board pursuant to
24 this section, but no person shall be eligible for admission
25 as a member of the Corps unless he is a graduate of a public

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1 or private secondary school described in subsection (b) in
2 the case of a student intending to pursue a course of study
3 leading to an undergraduate degree or a graduate of an
4 institution of higher education described in subsection (b) in
5 the case of a student intending to pursue a course of study
6 leading to a graduate degree.

7 “(c) Except as provided in this section, no competitive
8 or other similar examination shall be required for admission
9 of any person as a member of the Corps under this section.

10 “COMPENSATION AND PAYMENT OF EXPENSES AND
11 SUBSISTENCE FOR STUDENT MEMBERS

12 “SEC. 1206. (a) Members of the Corps who are ad-
13 mitted under section 1205 and are maintaining satisfactory
14 progress in, and taking at least the minimum level of credit
15 hours in, full-time courses of study as prescribed by the
16 Board shall be compensated for tuition, texts, laboratory
17 fees and associated course materials, and shall receive sub-
18 sistence payments as provided in this section. No compen-
19 sation or payments shall be made except in accordance with
20 procedures established by the Board to assure their accuracy
21 and appropriateness.

22 “(b) The subsistence payments which shall be payable
23 under this section are as follows:

24 “(1) A single student member shall receive \$200 sub-
25 sistence pay per training month.

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1 “(2) A married student member having a dependent
2 spouse shall receive \$250 subsistence pay per training month,
3 and if they have a dependent child or children an additional
4 allowance of \$30 for each dependent child shall be paid
5 per training month.

6 “(3) Where both a husband and wife member are
7 students under a Corps program and are cohabiting, their
8 joint subsistence pay shall be \$300 per training month,
9 and if they have a dependent child or children an additional
10 allowance of \$30 for each dependent child shall be paid per
11 training month.

12 “(4) Where both a husband and a wife member are
13 students under a Corps program and are legally separated
14 they each shall receive the same subsistence pay per training
15 month as would a single student, but if either spouse has a
16 dependent child or children an additional allowance of \$30
17 per training month shall be paid to the entitled spouse for
18 each dependent child.

19 “(5) Student members shall be granted an additional
20 allowance of \$30 per training month for each dependent not
21 a spouse of a child of such student member.

22 “ADMISSION OF GOVERNMENT OFFICERS AND EMPLOYEES
23 INTO CORPS; EXPENSES AND COMPENSATION

24 “SEC. 1207. (a) The head of each Government depart-
25 ment or agency is authorized (1) to select officers and

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1 employees of such department or agency who may volunteer
2 to be admitted to the Corps to pursue education, training or
3 research or a course of study within a Corps program, (2) to
4 pay all or any part of the pay (except overtime, holiday, or
5 night differential pay) of any such officer or employee so
6 selected for the period of such education, training or research,
7 or course of study, as a member of the Corps, and (3) to pay
8 or reimburse such officer or employee for all or part of the
9 necessary expenses of such education, training, or research,
10 or course of study, without regard to section 529 of title 31,
11 United States Code, including the necessary costs of (A) the
12 travel expenses of such officer or employee and the transpor-
13 tation expenses of his immediate family, (B) the expenses
14 of packing, crating, transporting, and temporarily storing,
15 draying and unpacking his household goods and personal
16 effects to the extent authorized by section 5724 of title 5,
17 United States Code, (C) purchase or rental of books, mate-
18 rials and supplies, and (D) all other services or facilities
19 directly related to the education, training, or research or
20 course of study of such officer or employee within a Corps
21 program. The head of each Government department or
22 agency shall prescribe, with the approval of the Board, limi-
23 tations concerning the number of officers and employees of
24 such department or agency who may be selected for admis-
25 sion to the Corps at the same time and the period of time

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1 which may be spent by such officers and employees in study,
2 training, or research or a course of study within a Corps pro-
3 gram. The provisions of section 1206 shall not apply to any
4 Government officers or employees admitted to the Corps
5 under this section.

6 “(b) Appropriations made available to any Govern-
7 ment department or agency for the payment of salaries and
8 expenses of officers and employees of such department or
9 agency shall be available for making payments under this
10 section to members of the Corps selected from such depart-
11 ment or agency.

12 “(c) During any period for which any Government
13 officer or employee who is admitted to the Corps under this
14 section is separated from his usual duties of employment
15 with any Government department or agency for the purpose
16 of education, training, or research or a course of study within
17 a Corps program, such officer or employee shall be con-
18 sidered to have performed service, as an officer or employee
19 of such department or agency at the rate of compensation
20 received immediately prior to commencing such education,
21 training, or research or course of study (including any in-
22 crease in compensation provided by law during the period
23 of such activity) for the purposes of (1) subchapter III
24 (relating to civil service retirement) of chapter 83 of title 5,
25 United States Code, (2) chapter 87 (relating to Federal

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1 employees group life insurance) of title 5, United States
2 Code, and (3) chapter 89 (relating to Federal employees
3 group health insurance) of title 5, United States Code.

4 “(d) Each Government officer or employee who is
5 admitted to the Corps under this section shall, on comple-
6 tion of the period of education, training, or research or a
7 course of study within a Corps program, be entitled to con-
8 tinue service in his former position or a position of at least
9 like seniority and status in the department or agency from
10 which he was selected for such education, training, or re-
11 search or course of study and shall be entitled to at least
12 the rate of basic pay to which he would have been entitled
13 had he continued in his usual service with such department
14 or agency. On resumption of his usual duties with such de-
15 partment or agency, the department or agency shall restore
16 such officer's or employee's sick leave account, by credit or
17 charge, to its status at the time he commenced education,
18 training, or research or a course of study within a Corps
19 program.

20 “AGREEMENT TO ENTER INTO OR CONTINUE GOVERNMENT
21 SERVICE AFTER COMPLETING CORPS PROGRAM

22 “SEC. 1208. The Board shall obtain from each person
23 admitted to the Corps, other than members of a family
24 receiving orientation or language training under section 1204
25 (a), such agreement as the Board may deem necessary to

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1 assure that such person will accept employment with the
2 United States, unless already so employed, and will remain
3 in the employ of the United States, wherever assigned by
4 the employing department or agency, for such period after
5 completion of their education, training, research, or course
6 of study within a Corps program as is prescribed by (1)
7 the Board in the case of students admitted to the Corps under
8 section 1205, or (2) the head of the employing department
9 or agency in the case of Government officers and employees
10 selected for admission to the Corps from such department or
11 agency under section 1207.

12 "ASSIGNMENT OF STUDENT MEMBERS FOR FIELD

13 TRAINING AND GOVERNMENT SERVICE

14 "SEC. 1209. (a) During the course of study leading to
15 an undergraduate or graduate degree, each student admitted
16 to the Corps under section 1205 may be assigned at the dis-
17 cretion of the Board for field training with any program
18 of the Government relating to the field of foreign relations
19 conducted by any department or agency of the Government.
20 The period of field training assignment for a Corps member
21 under this subsection may not exceed two consecutive months
22 in any calendar year during the first three years of under-
23 graduate study, nor more than six consecutive months dur-
24 ing the fourth year of undergraduate study or any academic
25 year of graduate study.

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1 “(b) Except as otherwise provided by any law of the
2 United States or regulation prescribed by the Board, each
3 student admitted to the Corps under section 1205 shall, upon
4 satisfactory completion of his course of study leading to an
5 undergraduate or graduate degree, or within such period of
6 time thereafter as the Board finds to be reasonable to prepare
7 and submit any thesis or dissertation related to his course of
8 study, be available for assignment in the discretion of and
9 by the Board (1) for hiring or appointment by the United
10 States in connection with any program of the Government
11 relating to the field of foreign relations conducted by any
12 department or agency of the Government, or (2) if such
13 member has completed a course of study leading to a grad-
14 uate degree, for one year of specialized study in a particular
15 foreign country or area in which he may later be assigned
16 for Government service. Upon satisfactory completion of any
17 such year of specialized study by a member of the Corps, he
18 shall be appointed as a Foreign Service officer by the Sec-
19 retary of State without the examination provided for in sec-
20 tion 516 or 517 of the Foreign Service Act of 1946 (22
21 U.S.C. 911-912).

22 “(c) Prior to making any assignments under this sec-
23 tion, the Board shall consult with interested departments and
24 agencies of the Government to determine the personnel
25 requirements of their programs relating to the field of foreign

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1 relations. To the extent practicable, members of the Corps
2 shall be assigned in accordance with their preferences for
3 a particular Government program.

4 "ROTATION FOR SERVICE IN THE UNITED STATES

5 "Sec. 1210. All Corps members who have satisfactorily
6 completed their education, training, or research, or course of
7 study within a Corps program and are employed by, or
8 remain in the employment of, the United States under this
9 title shall be assigned to Government duties within the
10 United States for a minimum of one year during every five
11 that they are employed in any Government program in the
12 field of foreign relations; except that the provisions of this
13 subsection may be waived when the United States is at war
14 as declared by Congress.

15 "CONTINUATION OF FOREIGN SERVICE INSTITUTE

16 "Sec. 1211. The Foreign Service Institute, established
17 under title VII of the Foreign Service Act of 1946 (22
18 U.S.C. 1041-1047) is hereby continued. All functions,
19 powers, and duties of the Secretary of State under such title,
20 relating to the Foreign Service Institute, are hereby trans-
21 ferred to the Board. All property and personnel of the
22 Foreign Service Institute, together with the unexpended
23 balance of any appropriation available for use by such Insti-
24 tute, are hereby transferred to the Board and shall be subject

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1 to the control and use of the Board for the furtherance of the
2 objectives of the Corps.

3 "STAFF OF BOARD

4 "SEC. 1212. (a) The Board may appoint and fix the
5 compensation of a staff consisting of not more than five
6 professional staff members and such clerical staff members as
7 may be necessary. Such appointments shall be made and such
8 compensation shall be fixed in accordance with the provi-
9 sions of title 5, United States Code, governing appointments
10 in the competitive service, and the provisions of chapter 51
11 and subchapter III of chapter 53 of such title relating to
12 classification and General Schedule pay rates.

13 "(b) The Board may designate one member from the
14 professional staff who shall serve as the chief staff officer of
15 the Board and shall exercise, under the supervision and in
16 accordance with the policies of the Board, such of the powers
17 and duties granted to the Board as it deems appropriate.

18 "(c) The Board may procure such temporary and in-
19 termittent services as are authorized by section 3109 of title
20 5, United States Code, but at rates not to exceed \$100 a day
21 for individuals.

22 "ACQUISITION OF REAL OR PERSONAL PROPERTY BY BOARD

23 "SEC. 1213. The Board shall have the power to acquire
24 and hold property, real or personal, and to receive and ac-
25 cept money or other property, real or personal, bequeathed,

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1 devised, or donated, and to use, sell, or otherwise dispose of
2 such property for the purpose of carrying out this title.

3 "PROHIBITION AGAINST ESTABLISHMENT OF ACADEMY

4 "SEC. 1214. Except as provided in section 1211, nothing
5 in this title shall be construed to authorize the Board to
6 establish any educational institution, or to appoint or hire
7 any person to serve on the faculty or staff of any educational
8 institution.

9 "AUTHORIZATION

10 "SEC. 1215. There are hereby authorized to be appro-
11 priated to the Board to carry out the purposes of this title
12 (other than section 1207), \$15,000,000 for the fiscal year
13 ending June 30, 1970; \$30,000,000 for the fiscal year
14 ending June 30, 1971; \$45,000,000 for the fiscal year
15 ending June 30, 1972; and \$60,000,000 for the fiscal year
16 ending June 30, 1973; but for the fiscal year ending June
17 30, 1974, and each succeeding fiscal year, only such sums
18 may be appropriated as the Congress may hereafter authorize
19 by law."

FOREIGN SERVICE CORPS—SECTION BY SECTION ANALYSIS

The section-by-section analysis of the bill, presented by Mr. Dominick, follows:

“U.S. FOREIGN SERVICE CORPS—SECTION-BY-SECTION ANALYSIS

“Section 1201. Establishment of Corps. To provide more widespread opportunity for entering, and more adequate training of persons entering or already engaged in, the field of foreign relations, a U.S. Foreign Service Corps would be established, consisting of students and Government employees selected for admission under the provisions of this title, and enrolled in a program of education, training, or research, or a course of study approved by the Board of Trustees established hereunder.

“Section 1202. Definition: ‘Government’, ‘non-Federal institution of higher education’ (institution not owned or substantially controlled by the Government of the United States), ‘Board’ (Board of Trustees of the U.S. Foreign Service Corps), ‘department or agency’ (including Government corporation), ‘training month’, and ‘dependent’ would be defined.

“Section 1203. Board of Trustees: A Board of Trustees (consisting of the Secretary of State, four educators appointed by the President, two Senators, not of the same political party, appointed by the Vice President, and two Representatives, not of the same political party, appointed by the Speaker of the House) would be charged with management and supervision of the Corps, and development and support of programs of education, training, and research, designed to prepare, or advance the qualifications of, members of the Corps for service with the United States in positions or programs related to foreign relations. Members of the Board would serve without pay, but with reimbursement for travel, subsistence, and other necessary expenses, for terms of 2 years (Senate, House, and first two educator appointees of the President) or 4 years (all other educator appointees of the President, of which two would be appointed every 2 years), and might be reappointed.

“Section 1204. Establishment of Corps programs: The Board would be authorized to make arrangements with qualified non-Federal institutions of higher education to admit qualified members of the Corps to programs approved by the Board, including—

“(1) in any academic year, not more than 3,500 undergraduate and not more than 1,500 graduate student members, for full-time courses of study leading to, respectively; undergraduate or graduate degrees in foreign relations;

“(2) Government employee members for professional education, training, and research activities or for full-time courses of study leading to an undergraduate or graduate degree in foreign relations;

“(3) selected members of the Corps for research activities in the field of foreign relations.

“The arrangements must include a program for appropriate orientation and language training at the institution for members of the families of persons admitted to the Corps if it is anticipated the Corps member will be assigned to a foreign country or area. Such orientation and language training must also be available for members of the families of officers and employees of the Federal Government who are not Corps members, but who have duties or responsibilities in the field of foreign relations, when it becomes apparent the officer or employee will be assigned to a foreign country or area.

“Section 1205. Nomination and admission of students into Corps: The total of 3,500 undergraduate and 1,500 graduate student members of the Corps authorized for admission in any year would be selected in order of merit by annual competitive undergraduate and graduate examinations held by the Board, to test the intellectual capacity, training, and aptitude for foreign affairs of 8,418 persons eligible to take the examination and nominated in accordance with provisions of this section. (After 3 years, if it appeared in any year that this procedure would not qualify for admission into the Corps the number of student members who might be admitted, an additional competitive examination would be given to nominees of the Board.)

“Applicants for the annual undergraduate examination would be required to be citizens of the United States who had graduated from, or were attending, a public secondary school in, or a private secondary school accredited by, a State or a secondary school in a foreign country with an educational program approved by the Board. Applicants for the annual graduate examination would be required to be citizens of the United States who had graduated from, or

were attending, an institution of higher education in the United States or an institution of higher education in a foreign country which awards a degree which in the Board's judgment is generally accepted as equivalent to a bachelor's degree in the United States. (Before admission into the Corps, a student member would need to have graduated from such secondary school or institution of higher learning, as the case might be.)

"The annual competitive examination could be taken only by applicants nominated as follows:

"(1) 220 nominated from the United States at large (100 by the President, 66 by the Vice President, 54 by the Secretary of State) ;

"(2) 1,650 nominated from the 50 States (15 by each Senator, 3 by each Governor) ;

"(3) 6,525 nominated from the 435 congressional districts (15 by the Representative from each district) ;

"(4) 10 from the District of Columbia, nominated by the Commissioner of the District of Columbia ;

"(5) 13 from outlying areas (7 nominated by the Resident Commissioner from Puerto Rico, 3 by the Governor of the Virgin Islands, 3 by the Governor of the Canal Zone) :

"Total, 8,418.

"Except with respect to nominees at large, and from the Canal Zone, nominations could be made only from among persons domiciled in the State, congressional district, or geographic area from which nominated.

"Section 1206. Compensation and payment of expenses and subsistence for student members: Student members of the Corps admitted under Section 1205 and maintaining satisfactory progress in courses of study prescribed by the Board would be compensated for tuition, texts, laboratory fees, and associated course materials and would be eligible to receive subsistence payments in accordance with procedures established by the Board. Subsistence payments per training month would be \$200 for a single student or a student legally separated, \$250 for a married student with a dependent spouse, and \$300 for husband and wife student members who are living together. An additional \$30 per training month would be paid for each dependent child of a student member, or for a dependent other than his spouse or child.

"Section 1207. Admission of Government officers and employees into the Corps ; expenses and compensation : The head of each Government department or agency would be authorized to select from among its employees volunteering for admission into the Corps to pursue education, training, or research within the Corps program, to prescribe limitations on the number of employees selected at the same time, and the length of their course of study. From appropriations made available for the payment of salaries and expenses of employees of such department or agency, employees so selected would be authorized to be paid their regular salaries, and (without regard to 31 U.S.C. 529) to be reimbursed for necessary expenses of such education, training, or research (including travel expense of such employee, transportation expenses of his immediate family, cost of transporting or storing his household goods and personal effects to the extent authorized by 5 U.S.C. 5724, purchase or rental of books, materials, and supplies, and other services or facilities related to his education, training, or research). A Government employee's period of education, training, or research within a Corps program would be deemed to be Government service for purposes of civil service retirement, Federal employees' group life and health insurance, and at the completion thereof, the employee would have reemployment rights to a position of at least like seniority and status in the department or agency from which he was selected, with restoration of sick leave credit, and at the rate of pay to which he would have been entitled if he had continued his usual service in such department or agency.

Section 1208. Agreement to enter into or continue Government service after completing Corps program

Each person admitted to the Corps (other than a family member receiving language or orientation training under sec. 1204) would make such agreement as the Board deemed necessary to insure that, after completion of his education, training, or research within a Corps program, such person would accept Federal employment, unless already so employed, and remain in Federal employment, wherever assigned by the employing department or agency and for such period as would be prescribed by the Board, in the case of students admitted under sec-

tion 1205, or by the head of the employing department or agency in the case of Government employees admitted under section 1207.

"Section 1209. Assignment of student members for field training and Government service: The Board might assign any student member of the Corps admitted under Section 1205 for field training with any Government program relating to foreign relations for not more than 2 consecutive months in any of the first 3 calendar years of his undergraduate study, and for not more than 6 consecutive months during the fourth year of undergraduate study or any academic year of graduate study. Except as otherwise provided by law or by regulation of the Board, a student member who received an undergraduate or graduate degree under the Corps program would be available for assignment by the Board (in consultation with interested departments and agencies of Government and, to the extent practicable, in accordance with the student's preferences (1) to be hired by any department or agency of Government for a program relating to the field of foreign relations, or (2) in the case of a student member who received a graduate degree under the Corps program, for 1 year of specialized study in a foreign country or area in which he might later be assigned for Government service. Only those students selected for such specialized study from those completing a graduate degree would be entitled to be appointed Foreign Service officers by the Secretary of State, without the examination provided in 22 U.S.C. 911-912, upon satisfactory completion of the year of specialized study.

"Section 1210. Rotation for service in the United States: Except in time of war declared by Congress, Corps members who satisfactorily completed education, training, or research, or course of study within a Corps program, and who were employed by the United States in the field of foreign relations, would be assigned Government duties within the United States for at least 1 of every 5 years of such employment.

"Section 1211. Continuation of Foreign Service Institute: All functions, powers, and duties of the Secretary of State relating to the Foreign Service Institute established under 22 U.S.C. 1041-1047 would be transferred to the Board. All property and personnel of the Foreign Service Institute and the unexpended balance of any appropriation therefor would be transferred to the Board for use in furtherance of the objectives of the Corps.

"Section 1212. Staff of Board: The Board would be authorized to make appointments in the competitive service and to fix the compensation, in accordance with civil service classification and general schedule pay rates, of not more than five professional staff members (including a chief staff officer of the Board) and such clerical staff members as might be necessary.

"The Board would be authorized to procure temporary or intermittent services pursuant to 5 U.S.C. 3109, at rates not to exceed \$100 per day for individuals.

"Section 1213. Acquisition of real or personal property by Board: The Board would have the power to acquire, hold, use, sell, or otherwise dispose of property, real or personal, and to accept gifts or bequests, to carry out the purposes of this title.

"Section 1214. Prohibition against establishment of academy: The Board would have no authority to establish any educational institution, nor to appoint any person to serve on the faculty or staff of any educational institution except the Foreign Service Institute.

"Section 1215. Authorization: To carry out the purposes of this title (except Section 1207), appropriations to the Board would be authorized in the amount of \$15 million in fiscal 1970, \$30 million in fiscal 1971, \$45 million in fiscal 1972, \$60 million in fiscal 1973, and in fiscal 1974 and each succeeding fiscal year, such sums as Congress might authorize."

EXECUTIVE OFFICE OF THE PRESIDENT,
BUREAU OF THE BUDGET,
Washington, D.C., January 28, 1970.

HON. RALPH YARBOROUGH,
Chairman, Committee on Labor and Public Welfare, U.S. Senate, New Senate
Office Building, Washington, D.C.

DEAR MR. CHAIRMAN: This is in reply to the Committee's request for the views of the Bureau of the Budget on S. 939, a bill "To amend the Higher Education Act of 1965 in order to provide for a United States Foreign Service Corps."

Under the bill, the Government would provide financial assistance to students and Government employees who are interested in foreign affairs activities. Such

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students and employees would constitute a Foreign Service Corps to which would be admitted annually not more than 3,500 students for training leading to an undergraduate degree and 1,500 students for training leading to a graduate degree. The bill also provides for eligible Corps members who complete their education to serve as Foreign Service Officers in the Department of State or as employees in other Government agencies.

While we sympathize with the objectives of the bill, we do not believe that the financial incentives it would authorize are necessary to accomplish those objectives. We understand that there is a sufficient number of qualified individuals interested in careers in foreign relations. Moreover, broad authority already exists in Title 5 of the U.S. Code for training Federal employees in all fields, including foreign affairs.

For these reasons we recommend against enactment of S. 939.

Sincerely yours,

WILFRED H. ROMMEL,
Assistant Director for Legislative Reference.

U.S. CIVIL SERVICE COMMISSION,
Washington, D.C., January 28, 1970.

HON. RALPH YARBOROUGH,
Chairman, Committee on Labor, and Public Welfare, U.S. Senate.

DEAR MR. CHAIRMAN: We have received a letter from Senator Peter Dominick asking whether the Civil Service Commission would be interested in testifying or submitting a written statement concerning S. 939, a bill to amend the Higher Education Act of 1965 in order to provide for a United States Foreign Service Corps. We informed Senator Dominick that we would prepare a voluntary bill report for submission to the Committee on Labor and Public Welfare. Moreover the Commission has recently restudied the bill to determine the currency of its views.

In establishing a Foreign Service Corps, the bill proposes to provide a medium for the purpose of increasing the opportunities for students and Federal employees to gain education and training in foreign relations. It is the Commission's view that, commendable as the objective may be, the bill in its present form could minimize the competitive principle for entry into Federal employment. The sizeable number of students to be granted scholarships would ostensibly result in a large supply of graduates, not necessarily related to the needs of the service, whose specialized training would give them an advantage over other persons taking competitive examinations, and who would likely receive preferential consideration for appointment in view of the extensive investment of the United States Government in their education. Further, it is noted that graduate students who satisfactorily complete a year of specialized study in a foreign country or area would automatically become Foreign Service officers.

Section 1207 of the bill provides special authorities governing the education and training of Federal employees in foreign relations. These special provisions are considered unnecessary as adequate authority exists in Chapter 41, Title 5, U.S. Code (formerly the Government Employees Training Act). Not only are the provisions in S. 939 strikingly similar to the existing law but Chapter 41 includes other necessary stipulations, such as a minimum period requirement for service after completion of training at Government expense.

A number of technical revisions in the bill would also be required. Some of the more important are related to application of veterans' preference, clarification of the status and pay of employees while students, and the leave rights of employees during the period of education.

For the reasons outlined above, the Commission recommends against enactment of S. 939. The Commission appreciates the opportunity afforded for commenting on the bill. The Bureau of the Budget advises that from the standpoint of the Administration's program, there is no objection to the submission of this report.

By direction of the Commission:

Sincerely yours,

ROBERT HAMPTON,
Chairman.

COMPTROLLER GENERAL OF THE UNITED STATES,
Washington, D.C., April 1, 1969.

Hon. RALPH YARBOROUGH,
Chairman, Committee on Labor and Public Welfare,
U.S. Senate.

DEAR MR. CHAIRMAN: We refer to your letter of February 12, 1969, requesting our report upon S. 939 which would amend the Higher Education Act of 1965 to provide for a United States Foreign Service Corps.

The Corps is to consist of all students who are admitted to the Corps under the provisions of the bill including those students who are officers and employees of the Government that enroll in a program of education, training or research or a course of study approved by the Board of Trustees of the Corps. The purpose of the bill is provide a body of professionals, educated and trained in the field of foreign affairs, from which agencies of the Federal Government may draw upon in filling positions in foreign countries. The bill would provide this body of professionals by utilization of non-Federal institutions of higher education to conduct the courses of instruction and training rather than establishing a Government agency or activity to conduct such instruction and training.

The establishment of the Corps is a matter of policy for consideration by the Congress and since we have no special information bearing upon the need for or the desirability of the Corps we make no recommendation for or against the objectives of the bill.

We note that the bill is silent as to who will act as Chairman of the Board. We suggest that consideration be given to the inclusion in the bill of a requirement that the Secretary of State serve as Chairman of the Board.

Another aspect of the bill which we have considered is the need for additional recruitment of overseas personnel, which appears to be the primary objective of the bill. The bill provides that up to 5,000 students may be selected each year to receive training in the Foreign Service Corps. It further provides that the head of each Department or agency, within the numerical limitations he may prescribe with the approval of the Board of Trustees of the Corps, may select employees to receive this training. In such connection it may be desirable to authorize Department and agency heads to select for Corps training only those employees who reasonably are expected to serve on overseas assignments.

We did not determine the annual employment needs of the State Department or other involved organizations, however, it may be that the requirement for personnel with special training would be substantially less than 5,000 annually. At March 31, 1968, the State Department had a total of 7,159 United States citizens stationed overseas, with an attrition rate of about 4 percent, which would be about 290 persons annually. Furthermore, the Executive Branch is currently engaged in the BALPA (balance of payments) exercise, which is intended to reduce our overseas complement. In April 1968, it was announced that there were 22,757 United States citizens employed overseas, and that this would be reduced by 2,779, with similar reductions in foreign national and contract employment. Special efforts are being made to provide jobs for these people in the continental United States and, as a result, there may be some question as to the need for substantial recruitment at this time.

We also note that when this bill was submitted, reference was made to Government employment overseas as exceeding 75,000. However, the majority of these people are not working in the field of foreign relations. Many of them are working in purely administrative activities, such as budget, fiscal, supply, and communications and in technical fields. Although training in foreign relations would no doubt be beneficial to anyone serving overseas, there is some doubt whether there would be an actual need for these people to receive such training, especially if it is to be in lieu of a formal education related to their particular profession.

The bill also should specify whether the training authorized thereunder may be provided employees without regard to the provisions contained in 5 U.S.C. 4101-4118.

Commencing on line 17, page 17, the bill provides that "Upon satisfactory completion of any such year of specialized study by a member of the Corps, he shall be appointed as a Foreign Service officer by the Secretary of State * * *." We think it may not be in the interest of the Government to mandatorily require, in every case, that such a member be appointed as a Foreign Service Officer. As a technical matter present law provides for appointment of Foreign Service officers

by the President with the advice and consent of the Senate—not by the Secretary of State. See 22 U.S.C. 906.

We note also that the bill makes no provision for access to records by any auditing or other investigative body. Presumably, GAO audit authority would come under Sections 312 and 313 of the Budget and Accounting Act of 1921 (31 U.S.C. 53, 54). Additionally, in view of the apparent independent nature of the Corps, perhaps some specific provisions should be made for the internal auditing of programs and expenditures. Whether this would be accomplished by establishing a Foreign Service Corps audit staff or by placing the Corps under the jurisdiction of the State Department or other Federal activity would of course be left to the determination of the Congress.

Section 1215 proposed to be added by the bill provides monetary authorization of \$15 million for the first year and for increases by increments of \$15 million in each of the following three years until by 1972 the authorization would be for \$60 million. Current annual operations of the Foreign Service Institute funded from the Department of State appropriations amount to about \$6 million, and annual reimbursements from other agencies for instruction provided by the Institute amounted to about \$2.4 million. In view of the magnitude of these expenditures, some clarification may be needed as to whether the authorizations are to cover all Corps activities including operation of the Foreign Service Institute and training of Government employees of other agencies.

Sincerely yours,

R. F. KELLER,
(For the Comptroller General of the United States).

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
January 29, 1970.

HON. RALPH YARBOROUGH,
Chairman, Committee on Labor and Public Welfare, U.S. Senate,
Washington, D.C.

DEAR MR. CHAIRMAN: This letter is in response to your request of February 12, 1969, for a report on S. 939, a bill "To amend the Higher Education Act of 1965 in order to provide for a United States Foreign Service Corps."

The bill would provide for the establishment of a United States Foreign Service Corps to train young men and women and Government employees in the field of foreign relations. The Corps would be headed by a Board of Trustees, composed of the Secretary of State, four educators, two Senators, and two members of the House of Representatives. The Board would be authorized to contract with institutions of higher education to provide undergraduate and graduate level foreign relations training to Corpsmen.

The bill limits the membership of the Corps to 3,500 new undergraduates and 1,500 graduate students each year. Members would be selected by national competitive examination, from among 8, 418 nominated to take the test by the President, Vice President, Senators, Representatives, Governors, and officials of the District of Columbia and outlying areas.

Members of the Corps in satisfactory academic standing would be compensated for tuition, books, and fees, and would receive subsistence payments based on the number of dependents. Membership in the United States Foreign Service Corps would be conditioned upon assurance that the member will accept employment with the United States after the completion of his training and would remain for such a period as the Board might prescribe.

The bill authorizes the appropriation of \$15 million for fiscal year 1970, \$30 million for fiscal year 1971, \$45 million for fiscal year 1972, and \$60 million for fiscal year 1973.

The Department of State has recommended that the legislation not be enacted in its present form. This Department defers to the position of the Department of State in this matter.

We are advised by the Bureau of the Budget that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely,

ROBERT H. FINCH,
Secretary.

DEPARTMENT OF STATE,
Washington, D.C., January 28, 1970.

HON. RALPH YARBOROUGH,
Chairman, Committee on Labor and Public Welfare,
U.S. Senate.

DEAR MR. CHAIRMAN : Further reference is made to your request of February 12, 1969 for a report on S. 939, a bill "To amend the Higher Education Act of 1965 in order to provide for a United States Foreign Service Corps," the stated objectives of which are "To assure that there is adequate opportunity for the young men and women of the United States to enter this vast field with the best possible training of their natural abilities, and to advance the professional education and training of the officers and employees of the Government currently engaged in the field of foreign relations."

The basic purpose of S. 939 is to provide full scholarships to enable young men and women of the United States and officers and employees of the Government to obtain undergraduate and graduate degrees in various fields related to foreign relations. The Department has recently completed a careful review of this bill and believes that no need exist for a Government program along the lines contemplated by S. 939. Sufficient authority already exists for training current Federal employees and families of Federal employees who are assigned overseas. Also, our experience indicates that there is a sufficient number of qualified students interested in Foreign Service careers without special Government financial incentives.

Some of the provisions of the bill relating to the number of students and administration of the corps in relation to present programs and personnel systems, moreover, raise a number of questions or conflicts with provisions of existing legislation.

The existence of such a program as that proposed in the bill could conceivably impose a real obstacle to "open" competition in the final selection of class 7 and 8 Foreign Service officers. While the application to take the examinations would be open to any qualified candidate who might apply, there is some reason to believe that student corps members who have spent four to six years working toward a career in the Foreign Service would be in a preferred position in taking the examination for Foreign Service officer. Although the program would be an adjunct to the present method of recruiting Foreign Service personnel, its potential magnitude leads to the question of whether, over a period of time, the present open competitive method of examining and selecting Foreign Service officer candidates would be largely supplanted.

The proposal in the bill to continue the Foreign Service Institute, but to transfer its functions, powers, and duties from the Secretary of State to a board is of particular concern to the Department. The Institute, as originally conceived and as established under the provisions of section 701 of the Foreign Service Act of 1946, as amended, was to furnish training and instruction to officers and employees of the Department and other agencies of the Government, and members of their families, for whom training and instruction in the field of foreign relations is necessary. At present the Institute furnishes training and instruction to approximately 8,000 officers and employees and members of family per year from over 30 agencies other than the Department. It would appear, therefore, that the purposes of the bill could be accomplished through Institute facilities and programs under existing legislation.

In summary, in view of the fact that there is no need for the program that S. 939 would create, the problems of administration of such a program, its effect on the Foreign Service personnel system, and the conflicts with existing legislation are such that the Department would not favor enactment of this legislation in its present form.

Enclosed are the more detailed and technical comments on the bill, by section.

The Bureau of the Budget advises that from the standpoint of the Administration's program, there is no objection to the submission of the report.

Sincerely yours,

H. G. TORBERT, JR.
Acting Assistant Secretary for Congressional Relations.

Enclosure.

COMMENTS ON S. 939, TO AMEND THE HIGHER EDUCATION ACT OF 1965 IN ORDER
TO PROVIDE FOR A U.S. FOREIGN SERVICE CORPS

SECTION 1201—ESTABLISHMENT OF CORPS

The bill provides for the establishment of a United States Foreign Service Corps, which would consist of both students and employees of the Government. Since the Corps would be composed of persons who are already employees of the Government and those who are not, the title is confusing with the common usage of the terms "United States Foreign Service", "Foreign Service of the United States", "Foreign Service Officer Corps", etc.

SECTION 1202—DEFINITIONS

Within the limitation of the field of foreign relations, the proposed legislation appears to be Government-wide in scope; however, in the definitions "Government" means the Government of the United States. This apparently would exclude the Government of the District of Columbia. This exclusion may have been deliberate because of the limitation of the bill in its application to employees "currently engaged in the field of foreign relations". The definition in 1202(d) of "department or agency" would also exclude the Government of the District of Columbia which suggests that perhaps it was so intended.

In section 1202(f) "dependent" when used in relation to a student member of the Corps is defined as an individual who qualifies under section 152 of the Internal Revenue Code. This is for purposes of paying a subsistence, and would include persons other than spouse or children; e.g., a parent of either student member or spouse who is claimed as a dependent for income tax purposes.

SECTION 1203—BOARD OF TRUSTEES

The management and supervision of the Corps is vested in a Board of Trustees, composed of the Secretary of State, two Senators, two Members of the House of Representatives and four educators. The organizational location of the Board is not stated and it is therefore unclear as to whom it reports, nor is there mention of a chairman of the Board. With all members of the Board serving without pay, including the four educators to be appointed by the President, this suggests a nominal amount of time to be devoted to the business of the Board by its members; consequently, the logical conclusion is that a strong administrative/professional staff would be necessary. See, however, section 1212 which envisions the appointment of "not more than five professional staff members".

SECTION 1204—CORPS PROGRAMS

This section places no limitation on the period of time or the number of degrees that may be involved in the program. The last paragraph of subsection 1204(a) relating to orientation and language training for members of families of persons (both student members and employee members) as well as to families of employees who are not members of the Corps, but have duties or responsibilities in the field of foreign relations, seems to have been lifted partially from section 701 of the Foreign Service Act. Since the term "members of families" is not defined and perhaps was not intended to be identical with "dependents" as used in section 1202, it may be anticipated that "members of families" would be defined by regulation. This is done in section 824.2, Volume 3 of the Foreign Affairs Manual (3 FAM 824.2) as being (adult members—18 years and over—wives, husbands, children). Since the Foreign Service Institute is proposed to be transferred to the jurisdiction of the Board, and since Title VII of the Foreign Service Act contains similar language regarding the training of members of families, the inclusion of such language in the subject bill would seem necessary only with relation to members of families of student members of the Corps.

SECTION 1205—NOMINATION AND ADMISSION OF STUDENTS INTO CORPS

(a) *Number*

The number of students authorized to be educated under the program appears to be unrelated to a prior determination of needs of Federal agencies, and to the attendant variables of Federal programs. The requirement for consultation by

the Board with agencies regarding their needs (sec. 1209(c)), comes immediately prior to "assignment" of graduates to agencies. This kind of consultation and appropriate procedures for selection seems more appropriate as the basis for determining the numbers to be trained, reference to which is made in section 1204(c).

(b) Qualification for appointment

1. Section 1205(a) provides that examinations for admission of students to the Corps shall test "... his aptitude for service in the field of foreign relations." Section 1205(e) states that "Except as provided in this section, no competitive or other similar examination shall be required for admission of any person as a member of the Corps under this section". Since membership in the Corps carries over into employment, would the language of section 1205(e) prohibit the use of an oral examination as part of the selection and appointment process? If so, this provision is in conflict with the requirement for oral examination in section 516 of the Foreign Service Act.

Further, the provision of section 1205(a) re examining for aptitude cannot serve the same purpose as an oral examination in connection with selection for appointment. First, the validity of any examination that purports to measure aptitude for service in the field of foreign relations would be open to question.

Second, except as a broad screening device for selecting students, such an examination would be given at the wrong time. Entering students would be young, immature, changeable and uncertain about many things. A much better evaluation could probably be obtained after graduation, and preferably through oral examination.

2. *Citizenship.*—Section 1205(b) requires only that Corps students be citizens. In the absence of further citizenship requirements for appointment in the Government, a conflict occurs with section 515 of the Foreign Service Act, which requires that candidates for appointment as Foreign Service officers be citizens for 10 years. The same type of conflict would occur with section 522 of the Foreign Service Act which requires that persons who are being appointed as Foreign Service Reserve officers be citizens for 5 years.

3. *Appointment without examination.*—Section 1209(b) would require that the Secretary of State appoint, as a Foreign Service officer, without the examination provided for in section 516 or 517 of the Foreign Service Act, a member of the Corps (this is not specified as a student member) who has completed a graduate degree and a year of specialized study in a foreign country or area. This kind of directive is also in conflict with section 515 of the Foreign Service Act with regard to citizenship requirements, and since it requires that the Secretary of State appoint certain Foreign Service officers, conflicts with section 511 of the Foreign Service Act which requires that the President appoint Foreign Service officers, by and with the advice and consent of the Senate.

SECTION 1206—EXPENSES AND SUBSISTENCE FOR STUDENT MEMBERS

It is noted that "student members shall be granted an additional allowance of \$30 per training month for each dependent not a spouse or child of such student member." Since "dependent" is defined according to the Internal Revenue Code this could conceivably include several parents, in-laws, etc.

SECTION 1207—GOVERNMENT EMPLOYEES

As a general comment, the authority contained in this section duplicates in part that contained in 5 U.S.C. 4101-4118 (formerly the Government Employees Training Act); and section 573 of the Foreign Service Act.

This section authorizes Government departments to pay to Government employees who become members of the Corps, all or any part of their pay, with the exception of certain premium pay—overtime, holiday, and night differential—but Sunday pay is not mentioned. This is apparently an oversight.

Section 1207(c) provides for the continuation of service of Government employees for various purposes during periods of training as a member of the Corps, and refers specifically to that section of Title 5, U.S. Code, relating to Civil Service retirement, but does not mention the Foreign Service retirement system, or any other civilian contributory system. This section is also unclear as to the retirement contribution in case an employee is on less than full pay.

Section 1207(d) provides that on resumption of regular duties, "the department or agency shall restore such officer's or employee's sick leave account, by

credit or charge" to its status at the time he commenced education, training," etc. The specific mention of sick leave raises the question of whether sick leave is available during such period of training, and raises the same question with respect to annual leave and its disposition upon return to regular duties. Similar questions arise on military leave.

The travel and transportation expenses of a Foreign Service employee, who might travel to place of training, under this act, is authorized by section 5724 of Title 5 of the U.S. Code. This is a conflict, or superimposition upon the authority under which Foreign Service employees travel, which is a part of Title 22 of the U.S. Code.

It is noted that section 1207 provides that section 1206 (which refers to subsistence pay for student members) shall not apply to any Government officers or employees admitted to the Corps under this section. The effect therefore seems to be that student members are allowed \$30 per training month for dependents, including each dependent not a spouse or child, whereas the Government employee receives no subsistence for dependents, thus placing him in a less favorable position, and in addition his agency could place him in a partial pay status during such training period.

SECTION 1208—AGREEMENT

The agreement arrangement is similar to that required by 5 U.S.C. 4101-4118 (formerly the Government Employees Training Act), and to that required by Foreign Affairs Manual Circular 485 (now codified into 3 FAM 817) for personnel who receive training under the authority of the Foreign Service Act, the latter being an administrative requirement applicable to Foreign Service employees of the Department and the United States Information Agency.

SECTION 1209—ASSIGNMENT

See comments on section 1205.

SECTION 1210—COMPULSORY SERVICE IN THE UNITED STATES

The requirement of compulsory service in the United States for a minimum period of "one year during every five" (for members of the Corps after they become Government employees) creates a situation—at least in the Department of State—whereby Foreign Service employees who are also Corps members would require special handling with respect to tours of duty abroad. Section 572 of the Foreign Service Act requires that Foreign Service officers spend 3 years out of the first 15 in the United States. At present Foreign Service officers can expect to spend about two-thirds of their time abroad and about one-third in the United States during the course of a normal career. Administration of the Service requires flexibility in determining the length and timing of tours of duty for individual officers.

If a member of the Corps should be appointed as a Reserve or Staff in the Foreign Service, again they would be in a special category, since there are at present no statutory requirements for Reserves and Staff with respect to time to be spent in the United States.

SECTION 1211—TRANSFER OF THE FOREIGN SERVICE INSTITUTE

Section 1211 would transfer all functions . . . of FSI to the Board. The supervision of the Institute seems to be removed from the Secretary of State and transferred to the Board, which is composed of persons who have other full-time occupations.

If the Institute were transferred to an organization outside the Department, some types of training programs now administered by or through the Institute would need to be continued by the Department for its employees. If all functions, funds and personnel of the Institute were transferred the Secretary of State would be deprived of the capability of continuing such training programs.

SECTION 1212—STAFF OF BOARD

The Board is authorized to appoint and fix the compensation of not more than five professional staff members, and such clerical staff members as may be necessary, but such appointment authority is circumscribed by the application of the rules governing appointments in the competitive service and the laws pertaining

to classification and the General Schedule pay rates. This would appear to limit such compensation to the GS-18 grade level and to require that such appointments be made of persons eligible for appointment to competitive positions.

Senator DOMINICK. The bill provides as you know, a sizeable scholarship program. Full educational aid—tuition, fees, room and board—would be available for students interested in working for the Government in a civilian capacity. The positions for which they would be educated would be those which either require actual residence in a foreign country, or those where the point of residence would remain within the United States but the position requires regular contact with citizens of other countries. Some scholarships would be for undergraduate schooling; others for graduate schooling.

Many Government agencies already have job slots which fit this description. Just as important as the new input we would receive in these agencies from the graduating students, are those people already employed by the Federal Government in those positions. They, too, would be eligible for scholarships to further their education on a continuing basis.

What is the extent of need for better education in this area?

First, let me emphasize this is not a program to train or to replace Foreign Service officers. As of November 30, 1969, there were only 3,278 active members in that select group known as Foreign Service officers.

In retrospect, the choice of the term "Foreign Service" to be placed with the term "Corps" has proven unfortunate and misleading. While Foreign Service officers would be eligible for scholarships, they comprise only a tiny fraction of the civilian employees the bill is designed to assist.

Aside from employees resident within the United States who would be eligible, almost every Federal department and agency has U.S. citizens employed in foreign countries. Reliable data on how many there are, in what country they are located, and particularly what they are doing and their educational background is difficult to obtain.

Nevertheless, rarely have I been as disappointed with a report filed with a Senate committee as I am with the one filed by the General Accounting Office, dated April 1, 1969, commenting on my bill. With all due respect to GAO, the report glosses over the problem and is rather typical of the lack of interest and lack of awareness with these issues that I have found in the various Government departments and agencies.

Let me give you an example. The GAO report on S. 939 states:

In April, 1968, it was announced that there were 22,757 United States citizens employed overseas, and that this would be reduced by 2,779 with similar reductions in foreign national and contract employment. Special efforts are being made to provide jobs for these people in the continental United States and, as a result, there may be some question as to the need for substantial recruitment at this time.

Contrast the GAO information, if you will, with that I obtained from the Manpower Statistics Division of the Civil Service Commission. As of June 30, 1968—just 60 days after GAO asserts there were 22,757 U.S. citizens employed overseas and the number was declining—citizens on the payroll as civilians overseas totaled 58,841. Of that amount, 38,029 were in foreign countries and 20,812 were in U.S. territories. The total is over twice what GAO reported.

The latest information available from the Civil Service Commission is for the month of December, 1969. It shows a total of 63,594 U.S. citizens on the Federal payroll overseas. Of that amount, 42,332 are in foreign countries and 21,262 in U.S. territories.

I mentioned that many Government agencies have employees involved in areas which will be assisted by the scholarships. At the conclusion of my remarks, I will offer several tables for the hearing record with details. I will mention only a few of them at this point.

Setting aside for the moment the obvious examples of the State Department, USIA and civilian employees of the Defense Department, and limiting the numbers strictly to those residing in foreign countries, the number of Federal civilian employees serving overseas as of last December in some of the agencies is as follows:

Agency	Total	Foreign countries	
		U.S. citizens	Noncitizens
Agriculture.....	685	333	352
Interior.....	419	403	16
Transportation.....	328	298	30
Commerce.....	286	160	126
Justice.....	199	173	26
HEW.....	182	180	2

Let me stress that these figures only include those actually residing overseas. Hopefully, these hearings will develop data with respect to domestic employees who have contact with citizens from other countries in conducting various government programs.

As Senator Pell so ably stated during the 1963 hearings of the Foreign Relations Committee on alternative bills to establish a Government-owned academy:

"We need to do more in this field—of that there is general agreement. The question is how to do it."

The bill before us today is not a foreign service academy bill. Proposals of that type were first introduced in Congress in 1943. No progress has been made in 27 years. I believe new direction is needed.

Instead, this bill provides scholarships which may be used at institutions of higher education throughout the United States. There are 77 institutions in 31 States, the District of Columbia, and Puerto Rico, which offer career curricula in international relations. This, I think, puts in some needed flexibility.

Quite frankly, I find myself again in agreement with Senator Pell when he observed at the 1963 hearings:

I believe we can do the job of better preparing those who represent us abroad by better utilizing existing facilities in our great universities and by better utilizing and expanding the facilities of the Foreign Service Institute . . . We should increase the number of our Government people attending the Institute, as well as sending our foreign affairs people to our universities.

My bill continues the Foreign Service Institute, and by bringing it into the scope of the Higher Education Act offers the opportunity to greatly strengthen it.

Let me list briefly the chief characteristics and advantages I see in this new approach.

First. It utilizes, rather than competes with, the facilities and academic expertise of educational institutions, public and private, while preserving their control and objectiveness.

Second. It offers varied but carefully coordinated undergraduate and graduate programs including field training for student scholarship recipients as well as inservice training and research.

Third. It harnesses a continual and prepared reservoir of representative talent from diverse sectors of American life with a variety of educational backgrounds from many colleges and universities.

Fourth. It provides access to the full breadth of disciplines taught by the top minds of the country.

Fifth. It maintains the desirable flexibility and independence to maximize opportunities for charting new courses and altering old ones in foreign affairs education and practice.

Sixth. It concentrates our investment in people instead of property, avoiding large capital outlays for buildings, grounds and equipment.

The bill refers to not more than 3,500 undergraduate scholarships, and not more than 1,500 graduate scholarships. In other words, these are ceiling figures. The Board of Trustees is required to consult with the various Government departments as to their personnel needs in making projections of requirements for future employees, and determining whether 100 or 1,000 scholarships are to be awarded each year.

The scholarships are not intended to be limited solely to those who are residing or will be residing overseas. Nor are they intended to be limited solely to those directly involved in making foreign policy.

There are many employees residing in the United States who assist in the management of our international affairs programs and have contact with citizens of other countries.

There are many employees abroad. Some are technicians. Some are in communications. There are a variety of other occupations. Certainly I am trying to reach these people with the scholarship program as well as those who may be directly involved in making foreign policy.

I must comment for the record that some of the agencies I have been in touch with concerning these hearings have left me with a feeling of amazement. Some seemed surprised at the number of employees they had overseas. Others expressed the feeling that since they only had a few hundred employees in this capacity, the bill would be of little importance to them. I could not disagree more.

It may be helpful to put in perspective the economics and efficiency I foresee with the corps program. As a point of comparison, let us consider the costs involved at the military academies. The Special Subcommittee on Service Academies of the House Armed Services Committee held hearings on this subject in the 90th Congress. The cost of commissioning each student at the Naval Academy in fiscal year 1967 was \$40,200, at the Military Academy, \$48,697 and at the Air Force Academy, \$50,933.

On the other hand, the ROTC program—which uses a system of scholarships similar to that in my bill—costs the American taxpayer about \$7,500 per student up to the date of his commission.

Mr. Chairman, there is one other observation I would like to make for the hearing record. It involves the State Department.

Since these hearings were announced, I am advised State Department representatives have put a great deal of pressure on other depart-

ments and agencies—which I will not identify—either urging them not to appear to testify on the bill or to defer judgment solely to the State Department.

I must say I am a little perturbed even though I have always held the view that the State Department feels it is the sole fountain of knowledge when it comes to contact with citizens of other countries.

A second item, however, causes me greater concern. After obtaining the tentative witness list for these hearings by a telephone call to my office, an employee of the State Department was in touch with one of those listed. Again, I do not want to identify names.

I will let those who read the record be their own judge.

Mr. Chairman, just a brief word for the hearing record concerning the parliamentary situation on the bill. I first introduced it in 1968 as S. 3700. The bill was reported favorably by the Senate Education Subcommittee and the Senate Labor and Public Welfare Committee in July, 1968, along with other new titles to the Higher Education Act.

When the bill reached the floor that year, committee jurisdiction was contested by the Foreign Relations Committee. With assurances for public hearings on the bill, I reluctantly moved to strike it on the floor of the Senate in July, 1968.

I have agreed that following completion of consideration of this measure by the Senate Labor and Public Welfare Committee, I will ask that it be referred to the Foreign Relations Committee under a mutually satisfactory arrangement to be made at that time. I have discussed this with various people on the Foreign Relations Committee.

However, I continue to feel this scholarship program was just as properly referred to our committee as was the International Education Act of 1966.

To conclude, Mr. Chairman, we do not yet have a coordinated and efficient system for training personnel from all agencies who work with citizens of other countries. The independent efforts of the many departments and agencies cannot meet the challenge.

No other events in our lifetime will serve so well to mark the smallness of the earth as will the achievements of Apollo VIII, Apollo XI, and Apollo XII. The need for men to live together in peace and understanding has been awakened in America and around the globe.

The United States needs to listen as well as to act and employees of our Government who have contact with citizens of other countries need the finest possible training to insure our ability to listen and understand, and to insure our capacity to persuade others of our search for peace.

In closing, let me read for the record the words of Astronaut Frank Borman, written after his return from the moon :

The view of the earth from the moon fascinated me—a small disk, 240,000 miles away. It was hard to think that that little thing held so many problems, so many frustrations. Raging nationalistic interests, famines, wars, pestilence don't show from that distance.

I am convinced that some wayward stranger in a spacecraft, coming from some other part of the heavens, could look at earth and never know that it was inhabited at all. But the same wayward stranger would certainly know instinctively that if the earth were inhabited, then the destinies of all who lived on it must inevitably be interwoven and joined. We are one hunk of ground, water, air, clouds, floating around in space. From out there it really is one world.

Mr. Chairman, I have received and am expecting some letters of comment on the bill and I would like to have the subcommittee's permission to submit those for the hearing record.

With American leadership and overseas concern, with our role as the leader of the free world, with our continued involvement with nations in all areas of the world, it seems to me that the people who are working for our Government overseas and in contact with other people should have the best training that we can provide for them. This, after all, may be the first step in trying to understand what this country is about and what it is trying to do.

Mr. Chairman I would like to request that the following tables be placed in the hearing record at this point:

Exhibit I—Federal civilian employees serving overseas, by agency, December, 1969. Exhibit II—Accessions and separations of Federal civilian employees overseas, by agency, for the month of August, 1969. Exhibit III—Federal civilian employees serving overseas, by country, June, 1968. Exhibit IV—Cost of commissioning cadets at each Service academy, fiscal year 1967. Exhibit V—Capital investment, enrollment and operating cost at each Service academy, fiscal year 1968.

Senator PELL. They will be printed in the hearing record and in addition to that, I would like the staff to insert in the record, the cost for the Coast Guard Academy and the Merchant Marine Academy.

(The exhibits, subsequently supplied follow:)

EXHIBIT I—FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY AGENCY, DECEMBER 1969

Agency	Total	U.S. territories			Foreign countries		
		Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens
Total, all agencies.....	242,815	37,125	21,262	15,863	205,690	42,332	163,358
General Accounting Office.....	98				98	98	
Library of Congress.....	15				15	15	
Federal courts.....	54	54	51	3			
State (includes AID and Peace Corps).....	30,348	11	11		30,337	10,958	19,379
Agency for International Development ¹	12,026				12,026	4,146	7,880
Peace Corps.....	554	11	11		543	436	107
Treasury.....	672	417	417		255	217	38
Defense.....							
Office of the Secretary.....	94				94	82	12
Department of the Army ²	92,148	3,990	1,684	2,306	88,158	16,882	71,276
Department of the Navy.....	44,761	7,029	6,371	658	37,732	3,376	34,356
Department of the Air Force.....	41,764	3,153	2,320	833	38,611	7,471	31,140
Other Defense activities.....	603	12	12		591	262	329
Justice.....	421	222	222		199	173	26
Post Office.....	2,401	2,386	2,364	22	15	3	12
Interior.....	596	177	172	5	419	403	16
Agriculture.....	1,243	558	557	1	685	333	352
Commerce.....	374	88	86	2	286	160	126
Labor.....	72	59	59		13	13	
Health, Education, and Welfare.....	647	465	432	33	182	180	2
Housing and Urban Development.....	227	227	227				
Transportation.....	1,268	940	921	19	328	298	30
American Battle Monuments Commission.....	398				398	37	361
Atomic Energy Commission.....	30	9	9		21	21	
Canal Zone Government.....	3,375	3,375	1,762	1,613			
Civil Service Commission.....	9	9	9				
Farm Credit Administration.....							
Federal Communications Commission.....	6	6	6				
Federal Deposit Insurance Corporation.....	2	2	2				
General Services Administration.....	60	50	50		10	10	
Information Agency.....	6,902				6,902	1,275	5,627
National Aeronautics and Space Administration.....							
National Labor Relations Board.....	21	2	2		19	18	1
National Science Foundation.....	26	26	26				
Panama Canal Company.....	16				16	16	
Selective Service System.....	12,644	12,644	2,312	10,332			
Small Business Administration.....	170	170	170				
Smithsonian Institution.....	77	77	77				
Tennessee Valley Authority.....	45	44	14	30	1	1	
Veterans' Administration.....	4				4	4	
	1,224	923	917	6	301	26	275

¹ Includes November figures for AID and Department of the Army. These 2 agencies account for about 104,000 of the total.

² November 1969 figures; December not available as yet.

38

EXHIBIT II.—ACCESSIONS AND SEPARATIONS OF FEDERAL CIVILIAN EMPLOYEES OVERSEAS, BY AGENCY, AUGUST 1969

Agency	All employees				U.S. citizens				Noncitizens			
	Accessions		Separations		Accessions		Separations		Accessions		Separations	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Total, all agencies.....	6,721	3.21	3,097	1.48	5,387	13.61	1,068	2.70	1,334	.79	2,029	1.20
General Accounting Office.....	1	1.06			1	1.06						
Library of Congress.....	324	1.05	394	1.27	138	1.21	164	1.55	185	.95	230	1.18
State (includes AID and Peace Corps).....	(167)	(1.35)	(205)	(1.66)	(78)	(1.79)	(85)	(1.95)	(89)	(1.11)	(120)	(1.50)
Agency for International Development.....	(7)	(1.26)	(16)	(2.88)	(7)	(1.55)	(16)	(3.94)	(---)	(---)	(---)	(---)
Peace Corps.....	2	.74	1	.37	2	.86	1	.43				
Treasury.....												
Defense.....												
Office of the Secretary.....	1	1.09	2	2.19	1	1.27	2	2.55	618	.84	1,305	1.76
Department of the Army.....	5,010	5.67	1,831	2.12	4,401	30.21	576	3.95	92	.26	98	.27
Department of the Navy.....	1,170	2.43	532	1.44	752	12.24	209	3.40	397	1.21	323	.98
Department of the Air Force.....	1,146	2.94	19	3.04	4	1.44	7	2.32	2	.58	12	3.47
Other Defense activities.....	6	.96	2	.94			2	1.07				
Justice.....												
Post Office.....			1	5.41							1	7.41
Interior.....			13	3.16			11	2.80			2	10.81
Agriculture.....	5	.71	5	.71	3	.86	2	.57	2	.56	3	.84
Commerce.....	2	.68	4	1.37	1	.58	2	1.15	1	.84	2	1.69
Health, Education, and Welfare.....												
Labor.....			11	3.88			11	3.96				
Housing and Urban Development.....			1	200.00			1	200.00				
Transportation.....			1	.30			1	.33				
American Battle Monuments Commission.....			1	4.55			1	4.55				
Atomic Energy Commission.....												
Farm Credit Administration.....			1	8.70	2	17.39	1	8.70				
General Services Administration.....	2	17.39	49	.70	2	.15	2	.15	34	.60	47	.83
Information Agency.....	36	.51	1	4.65			1	4.88				
National Aeronautics and Space Administration.....	2	4.21	4	200.00	2	4.21					4	200.00
National Science Foundation.....												
Panama Canal Company.....												
Smithsonian Institution.....												
Tennessee Valley Authority.....												
Veterans' Administration.....	2	.66	2	.66					2	.72	2	.72

Source: Manpower Statistics Division, Civil Service Commission.

EXHIBIT III
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968

Country	All Agencies			State 1			Agency for International Development 2			Peace Corps			Information Agency		
	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens
Total, all areas.....	202,946	38,029	164,917	19,366	7,148	12,218	14,142	4,865	9,277	621	445	176	7,965	1,463	6,502
Aden.....	28	14	14	28	14	14									
Algeria.....	573	203	370	104	43	61	391	107	284	11	9	2	22	5	17
Angola.....	60	22	38	54	18	36							6	4	2
Antarctica.....	17	7	10	17	7	10									
Argentina.....	15	15													
Arctic.....	371	149	222	178	79	99	42	17	25						
Australia.....	48	48													
Austria.....	522	101	421	122	60	62							105	25	80
Azores.....	345	98	247	223	73	150							21	6	15
Belgium.....	1,266	134	1,132	321	191	130	3	3					97	17	80
Bolivia.....	671	436	235	116	58	58	216	62	154	12	6	6	40	15	25
Botswana.....	464	178	286	116	58	58	216	62	154	12	6	6	58	19	39
Brazil.....	10	7	3	6	3	3	3						3		
Brazilian Honduras.....	1,456	537	919	460	169	291	535	151	384	26	20	6	210	57	153
British West Indies.....	20	7	13	17	5	12				3	2	1			
Bahamas.....	34	24	10	16	7	9									
Barbados.....	38	16	22	36	14	22									
Bermuda.....	846	330	516	14	6	8									
Jamaica.....	125	53	72	80	28	52	25	17	8	7	5	2	8	1	7
Trinidad.....	73	23	50	45	17	28							23	4	19
Not specified.....	17	8	9												
Bulgaria.....	52	24	28	42	19	23				5	5		6	3	3
Burma.....	227	47	180	125	35	90	26	6	20				45	5	40
Burundi.....	36	12	24	28	9	19							6	1	5
Cameroon.....	96	40	56	62	22	40	6	6				2	19	6	13
Canada.....	2,263	354	1,909	303	121	182				5	3		12	4	8
Canary Islands.....	2	2													
Central African Republic.....	35	17	18	20	10	10	6	3	3				8	3	5
Ceylon.....	139	45	94	82	28	54	5	3	2				42	8	34
Chad.....	62	27	35	34	11	23	8	3	5				9	2	7
Chile.....	362	142	220	148	55	93	90	37	53	13	11	2	67	19	48
Colombia.....	456	221	235	148	78	70	147	51	96	33	19	14	53	20	33
Congo, Republic.....	289	130	159	181	80	101	46	29	17				54	16	38
Costa Rica.....	211	96	115	81	35	46	58	26	32	7	5	2	21	6	15
Crete.....	10	10													

See footnotes at end of table.

40

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

Country	All Agencies		State ¹		Agency for International Development ²			Peace Corps			Information Agency		
	Total	U.S. citizens	Total	U.S. citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens
Cuba	1,754	324	1,430	77	107						19	4	15
Cyprus	204	81	123	36	87						6	2	4
Czechoslovakia	66	23	43	19	24						8	1	7
Dahomey Republic	52	20	32	12	20						2	5	17
Denmark	124	50	74	32	43						22	8	15
Dominican Republic ³	580	211	369	81	288						48	16	32
Dominican Republic ⁴	348	151	197	82	115						17	7	10
Ecuador	189	88	101	34	67						45	13	32
El Salvador ⁵	2,544	1,001	1,543	150	258								
England	3	3											
Eritrea	966	207	759	60	146						47	12	35
Ethiopia	19	14	5	8	3						2	7	22
Fiji Islands	100	37	63	28	35						29	16	68
Finland	2,318	279	2,039	41	110						84	31	99
Formosa	1,230	415	815	228	457						130		
France	4	4											
French West Indies:	4	4											
Martinique	6	6									10	3	7
Not specified	51	37	14	11	26						924	67	85
Gabon	4	3	1	1	1						26	7	15
Gambia	8,414	6,696	1,718	375	743						270	48	222
Germany ⁷	224	99	125	39	86								
Ghana	1,014	311	703	157	380						39	10	2
Greece ⁸	6	6									6	2	2
Greenland	344	142	202	81	121						12	3	7
Guatemala	84	32	52	20	32						14	4	1
Guinea	98	41	57	18	39						17	8	5
Guyana ⁹	95	37	58	29	29						72	13	5
Haiti	179	82	97	32	65						4	1	1
Honduras	350	123	227	83	144						11	2	2
Hong Kong	69	22	47	19	28						664	74	58
Hungary	697	139	558	59	111						54	13	4
Iceland	2,571	806	1,765	23	644						114	23	9
India ¹⁰	1	1									37	8	
Indochina	332	139	193	187	94								
Indonesia	806	235	571	321	141								
Iran	54	15	39	50	36								
Ireland	220	78	142	166	103								
Israel													

Italy ¹¹	5,469	871	4,598	669	188	481	2	2	2	131	19	112
Ivory Coast ¹²	130	51	79	97	33	64	4	4	1	18	7	11
Japan ¹³	7,001	3,899	3,102	469	137	332	24	13	11	312	57	255
Jordan	142	84	126	127	29	29	121	29	92	20	3	17
Kenya	264	141	141	168	46	81	83	44	39	29	10	19
Korea ¹⁴	21,237	1,643	19,594	160	63	97	466	130	336	141	21	120
Kuwait	34	18	16	30	17	13	13	13	10	4	1	3
Laos ¹⁵	1,380	416	964	149	62	87	1,086	287	799	94	19	75
Lebanon	1,387	141	246	199	105	94	7	2	5	158	21	137
Lesotho	12	7	5	5	3	2	219	52	167	145	1	3
Libya	639	248	391	225	124	101	10	7	3	21	7	14
Libya	634	119	515	137	37	100	12	4	2	4	24	121
Luxembourg	53	30	23	27	15	12	10	4	3	38	7	31
Malagasy Republic	78	31	47	44	15	29	8	4	9	21	2	6
Malawi	75	39	36	41	19	22	22	4	4	8	2	6
Malaysia	185	73	112	95	40	55	1	1	21	54	9	45
Mali	109	35	74	84	20	64	13	9	4	9	4	5
Mali	21	9	12	21	9	12	10	7	3	21	7	14
Mauritania	5	3	2	5	3	2	40	9	31	158	30	128
Mexico	1,169	373	796	604	218	386	40	33	27	161	27	134
Morocco ¹⁶	605	244	361	243	57	186	60	33	27	5	4	1
Mozambique	19	8	11	19	8	11	236	50	186	35	4	31
Nepal	383	111	272	79	34	45	236	50	186	21	5	16
Nepal	299	127	172	169	55	114	236	50	186	21	5	16
Netherlands	15	6	9	15	6	19	62	21	41	8	2	6
Netherlands West Indies	63	23	40	38	19	54	3	3	3	9	3	6
New Zealand	182	70	112	78	24	21	461	147	314	20	13	7
Nicaragua	50	21	29	33	12	21	461	147	314	20	13	7
Niger Republic	907	323	584	306	89	47	660	158	502	336	44	292
Nigeria	166	60	106	90	43	47	660	158	502	336	44	292
Norway	1,878	359	1,519	547	109	438	660	158	502	336	44	292
Pakistan	1,878	359	1,519	547	109	438	660	158	502	336	44	292
Panama ¹⁷	141	141	168	90	52	38	146	56	90	10	7	3
Paraguay	204	75	129	87	27	60	68	24	44	3	2	1
Peru	431	189	242	145	68	77	146	50	96	19	12	7
Philippines ¹⁸	18,930	1,398	17,532	618	263	355	338	79	259	25	19	6
Poland	188	51	137	151	40	111	338	79	259	25	19	6
Portugal	156	55	101	112	19	72	2	2	4	15	3	12
Romania	54	23	31	42	19	23	2	2	4	15	3	12
Rwanda	38	11	27	32	8	24	2	2	4	15	3	12
Ryukyu Islands ¹⁹	22,199	3,063	19,136	8	8	24	2	2	4	15	3	12
Saint Helena	1	1	1	1	1	1	2	2	4	15	3	12
Saudi Arabia	162	117	147	147	56	91	3	3	3	14	6	8
Senegal ²⁰	87	48	39	49	27	22	6	5	1	16	5	11
Sierra Leone	89	38	51	56	18	38	4	1	3	16	5	11
Singapore	99	41	58	59	35	24	46	22	24	33	5	28
Small Republic	191	72	119	108	30	78	46	22	24	33	5	28
South Africa, Republic of	161	69	92	136	64	72	46	22	24	18	4	14
Southern Rhodesia	33	11	22	29	9	20	46	22	24	18	4	14

See footnotes at end of table.

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

Country	All agencies			State ¹			Agency for International Development ²			Peace Corps			Information Agency		
	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens
Spain.....	3,304	627	2,677	206	84	122	3	3	3	63	10	53	18	2	16
Sudan.....	11	20	64	65	17	48	1	1	1	1	1	1	1	1	1
Surinam.....	5	5	6	11	5	6									
Swaziland.....	3	3	2	5	3	2									
Sweden.....	150	54	96	103	42	61									
Switzerland ³¹	272	168	104	236	140	96									
Tanzania.....	120	50	70	53	22	31									
Thailand ³²	14,107	1,043	13,064	383	148	235	40	17	23	5	3	1	33	68	265
Togo.....	72	22	50	46	12	34	5	3	2	8	4	4	12	2	10
Trust Territory of Pacific Islands ³³	504	416	88	97	34	63	162	52	110	52	25	27	40	10	30
Tunisia ³⁴	343	124	219	215	100	115	267	113	154	9	8	1	102	23	79
Turkey ³⁵	1,865	589	1,276	34	16	18	39	25	14	8	5	3	16	5	11
Uganda.....	104	58	46	67	67								6	6	
U.S.S.R.....	95	83	12												
United Arab Republic: Not specified.....	246	21	225	96	16	80							28	1	28
Upper Volta.....	52	25	27	34	14	20	2	2	13	5	3	2	6	1	5
Uruguay.....	193	91	102	90	55	35	30	17	13	1	1	1	51	10	41
Venezuela.....	315	147	168	168	84	84	42	21	21	17	11	6	50	16	34
Vietnam ³⁶	56,254	3,852	52,402	965	314	651	5,108	1,990	3,118	5	5		519	132	387
Western Samoa.....	6	6													
Yugoslavia.....	307	77	230	175	54	121	14	9	5				112	16	96
Zambia.....	54	25	29	29	13	16							11	3	8

See footnotes at end of table.

43

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

43-554-70-4

FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

Country	Army		Navy		Air Force		Other Department of Defense		Treasury						
	Total	U.S. citizens	Total	Non-citizens	Total	U.S. citizens	Total	U.S. citizens	Total	U.S. citizens					
Total, all areas.....	81,188	11,247	69,941	35,473	3,490	31,983	39,065	6,136	32,929	821	375	446	301	263	38
Aden.....	1	1								6		6	1	1	
Algeria.....															
Angola.....															
Antarctica.....															
Argentina.....	10	2	8							9	2	7	12	12	
Arctic.....															
Australia.....				360	25	335				7	3	4			
Azores.....	1			53	20	33	1,196	110	1,086	9	2	7			
Belgium.....	146	132	14				24	7	17	54	49	5			
Bolivia.....	35	9	26							3		3	4	4	
Botswana.....															
Brazil.....	97	26	71							10	4	6	10	9	1
British Honduras.....															
British West Indies:				1	1								6	6	
Bahamas.....															
Barbados.....				316	125	191	501	184	317				8	8	
Bermuda.....										2		2			
Jamaica.....															
Trinidad.....															
Not specified.....															
Bulgaria.....										4	2	2			
Burma.....				25		25				6	1	5			
Burundi.....															
Cameroun.....										1					
Canada.....	62	19	43	776	48	728	942	30	912	41	22	19	52	49	3
Canary Islands.....															
Central African Republic.....															
Ceylon.....										3		3			
Chad.....															
Chile.....	23	6	17							2		2			
Colombia.....	28	14	14							6	2	4	4	4	
Congo, Republic.....	3	3								6	2	4	14	14	
Costa Rica.....	6	1	5							2		2	6	6	

See footnotes at end of table.

43-554-70-4

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

Country	Army			Navy			Air Force			Other Department of Defense			Treasury		
	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens	Total	U.S. citizens	Non-citizens
Crete							10		10						
Cuba				1,751		324	1,427			1					
Cyprus										5	2	3			
Czechoslovakia															
Dahomey Republic										7	2	5			
Denmark	10	4	6							3			7	7	
Dominican Republic	11	3	8							2					
Ecuador	26	7	19							2	1	1	2	2	
El Salvador	4	1	3							31	17	14	11	9	2
England	783	76	707	685		254	431	502	447	55					
Eritrea															
Ethiopia										4		4			
Fiji Islands	448	34	414	73		3	70	2	2						
Finland										8	2	6			
Formosa	201	41	160	753		110	643	1,069	55	1,014	3	14	19	17	2
France	61	51	10					6							
French West Indies:															
Martinique															
Not specified															
Gabon															
Gambia															
Germany	4,525	4,486	39	7		7		1,543	1,534	9	81	72	9	9	1
Ghana										1					
Greece	93	37	56	16		16		35	35	12	3	9			
Greenland	2	2						4							
Guatemala	14	5	9							6	2	4	3	3	
Guinea															
Guyana															
Haiti										2			2		
Honduras	17	4	13							1			1	2	
Hong Kong								1	1	21	5	16	5	5	
Hungary										6	2	4			
Iceland				638		120	518	25	5	11			8	7	1
India															
Indochina															
Indonesia	1	1								7		7			
Iran	77	21	56					237	13	11	2	9			
Ireland										1		1			
Israel								2	2	9	1	8			

Italy 11	2,847	417	2,430	1,032	137	895	619	42	577	16	8	8	14	10	4
Ivory Coast 12	1,176	1,169	7	3,208	882	2,326	1,658	1,536	122	32	19	13	14	11	3
Japan 13	17,521	1,289	16,232	275	39	236	2,633	67	2,566	8	2	6	2	2	
Jordan	2	2					1		1	3	3	5			
Korea 14										8	2	6	2	2	
Kuwait										3	3	5			
Laos 15										1					
Lebanon										1		1	2	2	
Lesotho															
Liberia	4	3	1				441	68	373						
Libya	14	4	10												
Liechtenstein	14	14								1		1			
Malagasy Republic										1		1			
Malaysia										5	1	4			
Maldives															
Malta															
Mali															
Mauritania															
Mexico 16	42	35	7	84	84					8	3	5	6	6	
Morocco 17										5		5			
Mozambique										2		2			
Nepal	35	30	5				26	26		9	3	6			
Netherlands															
Netherlands West Indies										4	1	3	4	4	
New Zealand	7	3	4	11		11				2		2			
Nicaragua															
Niger Republic										1		1			
Nigeria	4	4	10				30	3	27	5	1	4			
Norway	18	8	2				283	8	275	9		8			
Pakistan	3	1	2												
Panama 18	2														
Paraguay	19	7	12							1		1	1	1	
Peru	35	12	23							8	3	5	8	8	
Philippines 19	114	14	100	12,164	453	11,711	4,615	421	4,194	9	6	3	34	13	21
Poland										11	2	9			
Portugal										8	3	5			
Romania										5	1	4			
Rwanda															
Ryukyu Islands 20	14,360	2,070	12,290	3,133	120	3,013	4,687	854	3,833	1		1			

See footnotes at end of table.

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

Country	Army		Navy		Air Force		Other Department of Defense		Treasury	
	Total	U.S. citizens	Total	Non-citizens	Total	U.S. citizens	Total	U.S. citizens	Total	U.S. citizens
St. Helena.....	82	67	15				4	1	3	
Saudi Arabia.....					2		2	1	1	
Senegal ²⁰										
Sierra Leone.....										
Singapore.....							7	1	6	
Somali Republic.....	6	6					1		1	
South Africa, Republic of.....							4		4	
Southern Rhodesia.....										
Spain.....	117	61	56	1,191	1,534	288	1,246	13	7	6
Sudan.....										
Surinam.....										
Swaziland.....										
Sweden.....										
Switzerland ²¹							9	3	6	
Tanzania.....							4	2	2	
Thailand ²²	6,920	135	6,785	182	554	4,735	70	4,665	46	27
Togo.....										
Trust Territory of Pacific Islands ²³	84	84			1	1			2	2
Tunisia ²⁴	3	2	1						1	
Turkey ²⁵	273	101	172		955	212	743	14	6	8
Uganda.....										
Union Soviet Socialist Republics.....										
United Arab Republic: Not specified.....							18	6	12	
Upper Volta.....			119	5	114				3	
Uruguay.....	7	1								
Venezuela.....	22	6	16						5	
Vietnam ²⁶	30,759	712	30,047	7,904	373	7,531	10,741	91	10,650	63
Western Samoa.....									45	28
Yugoslavia.....									2	2
Zambia.....										10

See footnotes at end of table.

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

	Justice			Interior			Agriculture			Commerce			Health, Education, and Welfare		
	227	194	33	481	463	18	832	428	404	333	201	132	445	362	83
Total, all areas.....	227	194	33	481	463	18	832	428	404	333	201	132	445	362	83
Aden.....				28	28								2	2	
Algeria.....															
Angola.....															
Antarctica.....															
Argentina.....	2	2					6	4	2	15	15	1	3	3	
Australia.....				1	1		5	2	3	48	48	1			
Austria.....	7	4	3				5	1	4	3	1	2	3		3
Azores.....							10	7	3						
Belgium.....							2	2		1	1		6	6	
Bolivia.....													1	1	
Botswana.....				18	18		27	22	5	9	7	2	19	19	
Brazil.....															
British Honduras.....															
British West Indies:															
Bahamas.....	6	6		1	1		3	3					1	1	
Barbados.....							1	1					1	1	
Bermuda.....	3	3											3	2	1
Jamaica.....							4	1	3				1	1	
Trinidad.....										11	2	9			
Not specified.....															
Bulgaria.....															
Burma.....															
Burundi.....													3	3	
Cameroon.....							9	5	4	2	2		11	1	10
Canada.....	50	50													
Canary Islands.....															
Central African Republic.....													1	1	
Ceylon.....													2	2	
Chad.....													4	4	
Chile.....							5	2	3				4	4	
Colombia.....							11	7	4				7	7	
Congo, Republic.....				9	9		3	2	1						
Costa Rica.....							4	2	2				1	1	
Crete.....															
Cuba.....	3		3												
Cyprus.....															

See footnotes at end of table.

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

	Justice	Interior	Agriculture	Commerce	Health, Education, and Welfare
Czechoslovakia					
Dahomey Republic					
Denmark					
Dominican Republic ⁵	4		4	3	3
Ecuador			7		2
El Salvador ⁶			11	2	4
England	4		8		8
Eritrea			14	7	15
Ethiopia				9	10
Fiji Islands		1	1		3
Finland					12
Formosa					2
France	8	3	15	5	1
French West Indies:					
Martinique			10	20	25
Not specified				5	13
Gabon					
Gambia					1
Germany ⁷	19	2	13	7	24
Ghana			6	14	2
Greece ⁸	6	3	5	4	5
Greenland			1		7
Guatemala					1
Guinea			3	2	4
Guyana ⁹			1	5	2
Haiti		1			1
Honduras					4
Hong Kong	9	3	5	1	2
Hungary					1
Iceland					
India ¹⁰		3	48	19	15
Indochina					1
Indonesia					
Iran			10	2	3
Ireland			3	2	
Israel			3		
Italy ¹¹	30	9	27	13	12
Ivory Coast ¹²				3	2
Japan ¹³	9	3	19	17	12
Jordan		8	1	1	1
Kenya			13	1	3

See footnotes at end of table.

50

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

Country	Justice		Interior		Agriculture		Commerce		Health, Education, and Welfare	
	U.S. citizens	Non-citizens	U.S. citizens	Non-citizens	U.S. citizens	Non-citizens	U.S. citizens	Non-citizens	U.S. citizens	Non-citizens
Sweden					4	1	3	10	8	1
Switzerland	2	2	1	1	6	4	2	1	1	5
Tanzania			2	2						2
Thailand	5	4	51	51	10	8	2	11	6	14
Togo										1
Trust Territory of Pacific Islands			273	255	18			72	34	4
Tunisia			3	3	10	10				2
Turkey	2	2			9	6	3	6	6	2
Uganda			3	3	3	3		1	1	3
Union, Soviet Socialist Republic					4	4				
United Arab Republic: Not specified										
Upper Volta										5
Uruguay					3	1	2			5
Venezuela					5	3	2			3
Vietnam					87	87	9	9	2	23
Western Samoa										1
Yugoslavia					7	4	3			1
Zambia										
<hr/>										
Country	Transportation		American Battle Monuments Commission		Atomic Energy Commission		National Aeronautics and Space Administration		Library of Congress	
	U.S. citizens	Non-citizens	U.S. citizens	Non-citizens	U.S. citizens	Non-citizens	U.S. citizens	Non-citizens	U.S. citizens	Non-citizens
Total, all areas	408	376	32	430	39	391	24	24	1	16
Aden										
Afghanistan										
Algeria	7	7								
Angola										
Antarctica										
Argentina	1	1			1	1				

See footnote at end of table.

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968—Continued

Country	Transportation		American Battle Monuments Commission		Atomic Energy Commission		National Aeronautics and Space Administration		Library of Congress	
	Total	U.S. citizens	Total	U.S. citizens	Total	U.S. citizens	Total	U.S. citizens	Total	U.S. citizens
Gabon.....										
Gambia.....										
Germany ⁷	53	53							2	2
Ghana.....										
Greece ⁸	2	2								
Greenland.....										
Guatemala.....	10	5	5							
Guinea.....										
Guyana ⁹										
Haiti.....										
Honduras.....	1	1								
Hong Kong.....										
Hungary.....										
Iceland.....									2	2
India ¹⁰									1	1
Indochina.....										
Indonesia.....	6	6								
Iran.....										
Ireland.....										
Israel.....	1	1	46	4	42				1	1
Italy ¹¹									1	1
Ivory Coast ¹²	43	34	9						1	1
Jordan.....	3	3			3	3				
Kenya.....									1	1
Korea ¹³	3	3								
Kuwait.....										
Laos ¹⁴	42	42								
Lebanon.....	7	7								
Lesotho.....										
Liberia.....										
Libya.....			12	1	11					
Luxembourg.....										
Malagasy Republic.....							2	2		
Malawi.....										
Malaysia.....										
Mali.....										

See footnotes at end of table.

EXHIBIT III—Continued
FEDERAL CIVILIAN EMPLOYEES SERVING OVERSEAS, BY COUNTRY, JUNE 1968

Country	Transportation		American Battle Monuments Commission		Atomic Energy Commission		National Aeronautics and Space Administration		Library of Congress	
	Total	U.S. citizens	Total	U.S. citizens	Total	U.S. citizens	Total	U.S. citizens	Total	U.S. citizens
Uruguay.....										
Venezuela.....										
Vietnam ²⁰	53	53								
Western Samoa.....										
Yugoslavia.....										
Zambia.....									1	1

¹ Excludes Agency for International Development and Peace Corps shown separately.

² Includes employees of the Agency for International Development paid from local currency trust funds established by foreign governments.

³ Includes 1 U.S. citizen employed by the Department of Labor.

⁴ Includes 7 U.S. citizens employed by the Department of Labor.

⁵ Includes 1 U.S. citizen employed by the Department of Labor.

⁶ Includes 1 U.S. citizen employed by the Department of Labor.

⁷ Includes 56 U.S. citizens; 52 employed by the General Accounting Office and 4 by General Services Administration.

⁸ Includes 1 U.S. citizen employed by the Smithsonian Institution.

⁹ Includes 1 U.S. citizen employed by the Department of Labor.

¹⁰ Includes 337 U.S. citizens; 7 employed by the General Accounting Office, 1 by the Department of Labor, and 329 by the National Science Foundation.

¹¹ Includes 9 employees; 1 U.S. citizen employed by Tennessee Valley Authority, 3 U.S. citizens and 5 noncitizens employed by the Veterans' Administration.

¹² Includes 1 U.S. citizen employed by the Department of Housing and Urban Development.

¹³ Includes 3 U.S. citizens employed by the National Science Foundation.

¹⁴ Includes 1 U.S. citizen employed by the Department of Labor.

¹⁵ Includes 4 U.S. citizens employed by General Services Administration.

¹⁶ Includes 1 U.S. citizen employed by the Department of Labor.

¹⁷ Includes 11 employees; 1 U.S. citizen employed by the Department of Labor and 10 noncitizens employed by the Panama Canal Company.

¹⁸ Includes 320 employees; 2 U.S. citizens employed by General Services Administration, 25 U.S. citizens and 293 noncitizens employed by the Veterans' Administration.

¹⁹ Includes 4 U.S. citizens; 2 employed by the Department of Labor and 2 by General Services Administration.

²⁰ Includes 1 U.S. citizen employed by the Farm Credit Administration.

²¹ Includes 3 U.S. citizens employed by the Tennessee Valley Authority.

²² Includes 3 U.S. citizens; 2 employed by the Department of Labor and 1 by General Services Administration.

²³ Includes 10 employees in the Post Office Department; 5 U.S. citizens and 5 noncitizens.

²⁴ Includes 3 U.S. citizens; 2 employed by the Department of Labor and 1 by the Smithsonian Institution.

²⁵ Includes 1 U.S. citizen employed by the Department of Labor.

²⁶ Includes 4 U.S. citizens; 3 employed by the Department of Labor and 1 by General Services Administration.

²⁷ Includes 1 U.S. citizen employed by the Department of Labor.

Source: Manpower Statistics Division, Civil Service Commission.

EXHIBIT IV-A—COST OF COMMISSIONING CADETS AT EACH SERVICE ACADEMY, FISCAL YEAR 1967

	Army	Navy	Air Force
Academy.....	\$48,697.00	\$40,200	\$50,933
ROTC:			
Regular.....	14,775.00	11,201	6,000
Contract.....	6,541.00	7,186	
2-year scholarship.....	8,307.00		
4-year scholarship.....	8,646.70	2,025	(*)
OCS (officer candidate school).....		1,820	
ROC (reserve officers course).....			2,900
OTS (officers training school).....			22,000
AACP and OTS (airman education and commissioning program).....			

¹ Latest figures available, fiscal year 1966.

² Average cost of OCS training. Costs vary by branch from a maximum of \$12,068 for a field artillery regular officer to a minimum of \$6,373 for an infantry reserve officer.

³ Phased out OCS program in 1964.

Note: The above figures are furnished to indicate only the cost of commissioning individual students under similar training programs. Before these figures are utilized to ascertain the cost effectiveness between program or other comparable data, information in regard to the retention rates for each separate program should be obtained. In addition, statistics concerning the number of respective graduates, lengths of the various courses, and the direct and indirect costs should be taken into consideration in order to provide a comprehensive basis for comparison.

Source: Hearings before the Special Subcommittee on Service Academies, House Committee on Armed Services, 90th Cong.

EXHIBIT IV-B

THE LIBRARY OF CONGRESS,
LEGISLATIVE REFERENCE SERVICE,
Washington, D.C., May 7, 1970.

To: The Honorable PETER H. DOMINICK.

Attention: Dick Spelts

From: Government and General Research Division; Norman Beckman, Division Chief

(Research by Sharon Stiver)

SUBJECT—COST OF COMMISSIONING OFFICERS FROM THE COAST GUARD AND
MERCHANT MARINE ACADEMIES

In response to your request for information on the cost of commissioning officers from the Coast Guard and Merchant Marine Academies, we submit the following:
U.S. Coast Guard Academy: Class of 1967, \$35,347 average per man for four years. Class of 1970, \$37,967 average per man for four years.

Source: Public Information Division, U.S. Coast Guard, Washington, D.C.
U.S. Merchant Marine Academy: Class of 1968, \$26,022 average per man for four years. Class of 1969, \$22,822 average per man for four years.

Source: Mr. William H. Brady, Chief, Division of Maritime Academies, Maritime Administration, Washington, D.C.

Costs were not computed on a 'per man' basis for the Class of 1967 of the U.S. Merchant Marine Academy. Nor have they been computed for the Class of 1970 yet. The cost for 1968 was higher than that for 1969 because the 1968 class was smaller.

We trust that this information will be of assistance. Please do not hesitate to call if we may be of further service.

56

EXHIBIT V

CAPITAL INVESTMENT, ENROLLMENT, AND OPERATING COST AT EACH SERVICE ACADEMY, FISCAL YEAR 1968

THE LIBRARY OF CONGRESS,
Washington, D.C.

To: Hon. Peter H. Dominick, attention of Mr. Richard Spelts.
From: Donald S. Bussey, Senior Specialist in National Defense, Foreign Affairs Division.
Subject: Data on service and other academies.

Academy	Authorized strength	End annual year 1968 actual strength	1968 class	Cost of buildings and grounds	Fiscal year 1968 budget
Defense:					
Army.....	4,417	3,202	706	\$89,730,000	\$41,300,000
Navy.....	4,417	3,938	833	94,590,000	37,400,000
Air Force.....	4,417	2,984	614	151,547,000	46,500,000
Transportation: Coast Guard ¹		695	² 157	12,048,000	³ 6,283,000
Commerce: Merchant marine ⁴		903	174	49,485,000	4,620,000

¹ Authorized admissions each year: Coast Guard, 400; Merchant marine, 338

² 153 commissioned, with 1 additional pending

³ Operating cost, fiscal year 1967

⁴ Market value

Senator PELL. I congratulate the Senator from Colorado on all the work he has put into this, his knowledge and comprehensive grasp of the problem.

I am delighted to be able to afford him the courtesy of these hearings on his bill. No man has pursued a thing in which he believes more than Senator Dominick has. I know how strongly he believes in this bill.

The first witness is Mr. Mace of the Department of State.

STATEMENT OF HOWARD MACE, DEPUTY DIRECTOR GENERAL, FOREIGN SERVICE; ACCOMPANIED BY JOSEPH TONER, DIRECTOR OF PERSONNEL AND MANPOWER, AID, AND DR. GEORGE HILDEBRAND, DEPUTY UNDERSECRETARY FOR INTERNATIONAL AFFAIRS, DEPARTMENT OF LABOR

Mr. MACE. I don't have any prepared statement, Mr. Chairman. I will, if you wish, read the letter which the Department sent to the chairman and the committee yesterday, if I may.

Senator PELL. How long is it?

Mr. MACE. It is a little over two pages.

Senator PELL. We will place the letter in the record.

(The report of the Department of State appears on p. 28.)

Senator PELL. I would like to put to you a direct question: first, if you can speak for the administration, does the administration favor or oppose this bill?

Mr. MACE. The administration, as I understand it, sir, opposes the enactment of the bill in the sense that it doesn't feel that the legislation is necessary to supply the personnel that are needed for the Department of State and the other agencies.

Senator PELL. Have you consulted with the Bureau of the Budget?

Mr. MACE. Yes.

Senator PELL. Do they share your views?

Mr. MACE. Yes.

Senator PELL. Do you speak for the administration or for the Department of State?

Mr. MACE. I speak for the Department of State, but the comments in our letter do reflect the position of the administration.

Senator PELL. I know Senator Dominick will want to question you in this regard. Would you give us a brief outline for your reasons for objections?

Mr. MACE. First of all, we don't believe that it is necessary to have an additional authority to obtain qualified younger officers for the Foreign Affairs community in that we find that there are ample applicants among the university graduates, including graduate students, to compete for the present competitive examinations for appointment.

Another point is that we feel that the legislation with respect to the status of the Foreign Service Institute may present us with problems in terms of the Secretary of State's responsibilities under the Foreign Service Act to direct the activities of the Foreign Service Institute, which as we understand, the bill as it was written, would provide that the Foreign Service Institute be transferred to the jurisdiction of the board of trustees that is established by the legislation.

Those are the two basic points that our letter makes.

Senator PELL. As you know, I was once a young Foreign Service officer, and I have an interest in this. I follow the trials and tribulations of the Service.

You may proceed, Mr. Toner.

Mr. TONER. Mr. Chairman, I am Joseph Toner, Director of Personnel and Manpower of AID.

I am pleased to appear before you today to testify on S. 939, a bill "to amend the Higher Education Act of 1965 in order to provide for a U.S. Foreign Service Corps."

The Agency for International Development recognizes the need for greater awareness on the part of Americans of the cultures, economic needs, political conditions, and aspirations of the people of other countries, particularly in those countries less developed economically than the United States. The proposed bill would provide more of this awareness.

There is some question as to the usefulness to AID of an education program such as proposed in S. 939. The Agency is now undergoing some major organizational changes due to the creation of two Government corporations which will assume parts of the AID program. Still further changes can be anticipated as a result of the study being made by the Presidential Task Force on International Development Cooperation headed by Rudolph A. Peterson.

In view of these changes we can only discuss the bill in light of past programs and operations.

AID is now providing Government-to-Government assistance to approximately 40 of the less-developed countries. In carrying out the program we employ Foreign Service Reserve officers in 20 technical fields of activity, exclusive of the general administration and management area.

These employees work directly with the cooperating countries' ministries, which normally assign their best technicians to work as counter-

parts with AID employees. AID has been required under this arrangement to provide highly skilled professionals in the various technical fields in which we provide assistance.

Our need for young college graduates is, therefore, extremely limited. Each year we bring in approximately 50 interns to train for programing, loan management, and general administration. Even this limited number is difficult to place as many of our mission staffs are small and trainees can be placed only in the larger missions which have senior staff members to support them.

It has been the experience of the Agency that the training needs of the overseas employee are much greater than for persons employed in the United States because he does not have the advantage of frequent communication with others in his profession.

To meet this need, the Congress amended the Foreign Assistance Act in 1957 to permit similar training to that proposed in section 1207 of the proposed bill. This provision also includes authority for a personnel interchange with State and local governments, public or private nonprofit institutions, commercial firms, and trade and scientific associations.

Under this authority AID is currently using non-Government facilities for refresher training, long-term nondegree training, special institutes for midcareer employees, population seminars, and some language training. The costs per trainee vary from program to program.

For example, our Mid-Career Institute conducted by Syracuse University averages \$1,270 per trainee for a 4-week course; population seminars average \$365 per trainee; long-term academic training averages \$2,800 for a 9-month period and language training averages \$1,200 for 8 weeks.

The Agency's in-house training programs include the international development intern program, orientation to AID, program management, management improvement, clerical and communication training. The average cost per trainee for the in-house training runs from \$56 for clerical and communications training per week to \$145 for the management improvement program per week.

In addition, AID utilizes FSI for language training, area studies, the senior seminar, economic studies, and the special Vietnam training program.

The Agency also provides training for its local personnel who provide most of the clerical and subprofessional support required by the missions. Much of this training is carried out on the job by the mission staff at no extra cost to the Government. American secretaries do an excellent job of assisting the local personnel in modern office techniques.

The Agency conducts a variety of workshops for local personnel in such fields as supply management and training. This training is conducted in the United States and in the missions by AID/W and mission personnel knowledgeable of the Agency's and country's problems and policies.

AID Foreign Service employees are recruited from all over the United States. During the recent drive to staff the mission in Vietnam, the Agency sent recruitment representatives to every State in

the continental United States. Our records show that the Foreign Service Reserve employees alone hold graduate and undergraduate degrees from more than 600 colleges and universities.

AID also uses personnel of other Government agencies in the implementation of its programs abroad. The Departments of Agriculture, Commerce, Labor, Health, Education, and Welfare, Treasury, Interior, and many independent agencies carry out numerous types of projects for the agency.

Unfortunately, we do not have comparable data available on these personnel. They do, however, provide technical skills and backstopping which are not available on the AID direct hire staff.

In summary, we think that AID has, throughout its history, included in its Foreign Service a broad representation of the U.S. population, technical skills, and educational facilities. Our present legislation provides us with the authority we need to train and update the skills of our own personnel as well as the personnel of the other agencies of the Government who participate in our program.

We believe that the full utilization of our present legislative authority would permit us to meet the needs of the agency as we see them at this time without recourse to additional legislation.

Thank you, sir.

Senator PELL. Dr. Hildebrand, you may proceed.

Dr. HILDEBRAND. Thank you, Mr. Chairman.

I am George Hildebrand, Deputy Under Secretary of Labor for International Affairs. I also sit on the Board of Foreign Service representing the Department of Labor.

With your permission, rather than read my statement, I can simply summarize it, the reason being that it deals with the relatively narrow involvement of the Department of Labor in the Foreign Service.

Senator PELL. The statement will appear in the record.

(The prepared statement of Mr. Hildebrand follows:)

PREPARED STATEMENT OF GEORGE H. HILDEBRAND, DEPUTY UNDER SECRETARY
OF LABOR FOR INTERNATIONAL AFFAIRS

Mr. Chairman and members of the subcommittee, the Department of Labor's role in the U.S. Foreign Service stems from the Foreign Service Act of 1946, as amended, and Presidential Executive Order 11264. Since the Foreign Service serves not only the foreign affairs agencies but other U.S. agencies as well, the Labor Department is one of the agencies that cooperates in the over-all administration of the Service. The Department has membership on the Board of the Foreign Service, as well as the Board of Examiners and the annual Selection Boards. In addition, the Labor Department has special interest and responsibilities in the labor attaché program which is an integral part of the Foreign Service.

The number of labor attachés and other officers, in our Embassies overseas who perform a significant amount of labor-related work is less than one hundred, out of a total of over 4,000 Foreign Service Officers and Foreign Service Reserve Officers, yet the importance of their role has become increasingly recognized. The labor and manpower aspects of U.S. foreign policy objectives relate to a vast segment of the population in countries around the globe—the work force—that either is already influential in political, economic and social affairs or has the potential for becoming so, and whose development, if along proper lines, becomes a strong democratic force, both nationally and internationally.

The Labor Department cooperates closely with the State Department on all aspects of the labor attaché program, involving selection and recruitment, training, assignment, backstopping, evaluation and promotion of labor officers. This includes collaboration on instructions and guidance to labor officers. Also,

Labor Attaché Conferences are held in the field from time to time to discuss current problems and trends and to generally facilitate communication between Washington and the field.

In the past, a significant portion of the labor attachés were recruited from outside the Foreign Service. Individuals were sought who had acquired professional labor experience in trade unions, governmental agencies or other organizations. However, due to recent reductions in Foreign Service employment overseas, more emphasis has been placed on utilizing officers already in the Service for labor work. This means greater reliance on the Labor Department to help in conducting special labor training programs for such officers.

The Departments of Labor and State carry out an annual labor training program of nine to ten months' duration for three to five mid-level Foreign Service Officers drawn from the career service. The officers are then assigned to labor attaché positions overseas, usually at a smaller post at first or as an assistant to a senior attaché at a major post.

The Labor Department provides special training programs ranging from a few weeks to a few months for several officers each year who have already had some labor experience overseas or who will serve at a post where labor matters are of less importance. Also, from time to time a labor attaché is assigned to the Labor Department for an extended tour of one to two years to bring him up-to-date in domestic and international labor matters.

As a means of orienting general Foreign Service Officers on the labor and manpower aspects of domestic and international affairs, the Foreign Service Institute, with the cooperation of the Department of Labor, conducts a one-week program at least once each year. In a few cases, general Foreign Service Officers are assigned to the Labor Department on an extended basis to acquire broad exposure to domestic manpower and social programs.

A continuing aim of the Department of Labor is to determine in what ways it can improve its training or other assistance so as to be helpful in improving the effectiveness of the labor attaché program.

Dr. HILDEBRAND. The Department of Labor is involved in the Foreign Service essentially in three ways.

One is that I sit on the Board of Foreign Service. Another is that we supply experts who sit on the Board of Examiners, and third, we have coresponsibilities with the Department of State having to do with the labor attaché program as part of the Foreign Service. It is to that program I would like to direct my principal remarks.

There are less than 100 attachés or labor reporting officers today. This means that it is not a large component of the Foreign Service, as such. However, it is an important component in terms of the service involved, because of the fact that these attachés are responsible for reporting on labor and manpower problems and developments within the countries and regions to which they are assigned and for that reason require considerable expertise and supply information to this country that is of importance to our Government.

These labor attachés are somewhat an unusual group in that they don't necessarily represent university-trained people in all instances.

In the early days of the Corps, a number of them were recruited directly from the trained union movement in the United States, but that has ceased to be possible because of the contraction in the total size of this group, and therefore, the inability to bring in fresh people at this time because the budget and other considerations do not permit this.

We cooperate with the Department of State in the training of these labor attachés in various ways. One is that we will have three to five middle-range Foreign Service officers detailed to us each year and they will spend 9 or 10 months in the Department of Labor learning the trade, so to speak; that is the activities of the Department and all

of their complexity, so as to prepare them in their chosen field of specialization.

We also provide a 1-week seminar to the broader based group of Foreign Service persons. This is done in order to see that all Foreign Service officers at least have some acquaintance with labor matters, labor history, and labor institutions in the United States.

In addition, on occasion, attachés are sent on a rather short-notice basis to receive intensive training at our hands as part of their preparation for a position which will require labor reporting.

This really describes, I think adequately, the basic work the Department does. I should remind you that the Department of Labor is involved in other overseas matters such as ILO, NDP, and OECD, but these don't present problems to us in terms of availability of personnel.

That, therefore, will describe, I think, the essence of what I have to say in this statement.

Senator PELL. One other question directed to Mr. Mace. I realize that it may be slightly sensitive. But one of the agencies that does have representatives abroad is the Central Intelligence Agency.

In coordinating your statement, were you in contact with them?

Mr. MACE. No, sir.

Senator PELL. I wonder if they have a view about this bill?

Mr. MACE. I honestly don't know.

Senator PELL. As you well know, they have a certain number of people abroad. I think if there are any differing views on the part of the Central Intelligence Agency, maybe you would make them known to the committee.

If, on the other hand, they are the same as yours, we will presume you will have contacted them and that that is the case.

Mr. MACE. Yes, sir.

Senator PELL. I will turn over the proceedings to the principal sponsor of the bill, Senator Dominick, and I am glad to see Senator Javits back also.

Senator DOMINICK. Senator Javits?

Senator JAVITS. I would like for you to proceed, Senator.

Senator DOMINICK. Mr. Mace, I read the letter which the Department sent to Senator Yarborough.

I gather from your opening statement that one of the basic objections you have is the transfer of the Foreign Service Institute to the Board of Trustees created under this bill. Is that correct?

Mr. MACE. Yes, sir.

Senator DOMINICK. If that provision were eliminated leaving the Institute within the control of the Department of State, as it now is, would that remove your objections?

Mr. MACE. It would certainly satisfy that objection.

Senator DOMINICK. Would the State Department still have a number of objections to the bill?

Mr. MACE. Yes.

Senator DOMINICK. Those objections would be based on what, the language or on what you consider as the lack of need?

Mr. MACE. Lack of need.

Senator DOMINICK. Is the lack of need restricted again to the ques-

tion of the promotion or the training of Foreign Service officers or does it involve lack of need in other agencies? If so, how do you know about the needs of other agencies?

Mr. MACE. I can only speak for the Department of State with respect to our needs. More specifically, we find that in the last 4 fiscal years we have had an average of about 125 junior officer appointments each year. We have had in each case up to 3,000 and 4,000 applicants for the examination.

So that we feel that the universities are turning out people who are interested in foreign affairs and who are willing to take our competitive examinations, and that the numbers far exceed now under the present system, without any cost to the Government, candidates who are fully qualified.

Senator DOMINICK. Certainly, you don't want to limit or restrict the number of people that apply, do you?

Mr. MACE. No.

Senator DOMINICK. The interest in this, I presume, would be quite gratifying?

Mr. MACE. Yes; we are gratified with the interest that has been maintained.

Senator DOMINICK. I would think under those circumstances if the bill were designed, as it is, to try to stimulate further interest, it would be welcomed by the State Department.

Mr. MACE. Yes.

Senator DOMINICK. It would give you a broader scope, reaching people from the various institutions around the country who have even more interest in this problem than they have now.

Mr. MACE. I think that is true.

Senator DOMINICK. I debated for quite a period of time as to what to do about the Institute. I decided that since the bill was designed to be all encompassing, it would be best to include the transfer provision at least through the hearing stage.

I have been through the Foreign Service Institute on several occasions. We are going to have some witnesses who will testify specifically on the Institute question before we are through.

In general, then, you are simply saying that the bill probably has a good directive, but that you have enough people now. Therefore, you don't see any additional need?

Mr. MACE. Yes, sir.

Senator DOMINICK. This is of interest to me since the exhibit I placed in the record shows that we have a total of 42,332 U.S. citizens as civilian employees serving in foreign countries. This does not count those who live here and are in constant contact with people abroad. Surely you don't say that the Institute or the State Department gives training to all these people?

Mr. MACE. No, sir.

Senator DOMINICK. We have, I might say, Mr. Toner, almost 11,000 U.S. citizens employed in foreign countries from the State Department. That figure includes AID and the Peace Corps. However, AID alone has 4,146 in that capacity.

Mr. TONER. Yes, sir.

Senator DOMINICK. Do you think it is better to have these people employed on the basis of on-the-job training?

Mr. TONER. No, sir. I did not mean to convey that.

Senator DOMINICK. That is certainly the implication of the bulk of your testimony.

Mr. TONER. Perhaps I could expand, Senator. We do have a variety of training programs, both inhouse and academic which our employees now have access to. The point I was trying to stress is that given a turnover rate of roughly 400 persons a year in our offices grouping and an input of only 50 per year of youngsters just out of college, we don't see a continuing present need of much magnitude to meet our current requirements.

The 50 people who come in and the others who we recruit at mid-levels can be trained within our existing facilities, we believe.

Senator DOMINICK. I was interested in your comment on the special Vietnam training program. I just returned from Vietnam, where I had the privilege of meeting with your AID personnel. As you know, until fairly recently we had very substantial trouble over there with regard to both management and direction of many of our AID personnel.

The point I am making is that I am sure every agency would like to say, "We are going to set up our own training curriculum." It has been the case universally since the time of Caesar. Every department wants to set up their own training program for their own people and understandably so.

My effort here is not necessarily to try to give specific expertise but to develop the broad background for these employees to understand what we are trying to do overseas in the various agencies.

It would seem to me that this is something that could be very helpful, particularly in your upper management level. Do you have any comment on that?

Mr. TONER. In summary, Senator, I would try to make a point that most of the people that we recruit into our programs are recruited at the midlevel rather than junior. We try to find people who are already trained, who are already expert, who will serve in a specialized technical assistance role, who may not stay with us very long, but who will fit in the immediate need that we have.

Thus, when we recruit them, we try to look for people who are already highly qualified and thus our training programs for them are not as great as they would be if we were picking up the bulk of our employees at a more junior level.

Senator DOMINICK. This wouldn't prevent that, would it?

Mr. TONER. No, sir.

Senator DOMINICK. Referring again to the State Department letter, Mr. Mace, you say that the Corps could conceivably impose a real obstacle to open competition in the final selection of class 7 and 8 Foreign Service officers.

You go on to say that there is some reason to believe that the Corps members would be in a preferred position in taking the Foreign Service exam.

You use the words "could conceivably" and "some reason to believe" and although I know this is standard phraseology used by the State Department on a number of occasions, what do you mean by that as far as the bill is concerned? How does it give them any preferred position or conceivably jeopardize the class of open competition?

Mr. MACE. My feeling was in reading the bill, sir, that if the Federal Government in effect supported the training of one of the 3,500 or one of the 1,500 maximum students envisaged under the program, that that individual would assume, and I think quite properly assume, that at the end of his Government education, he would have a priority right of some sort to enter the Foreign Service.

Senator DOMINICK. But they are not all going into the Foreign Service by any means.

Mr. MACE. I mean the Foreign Service in the larger sense.

Senator DOMINICK. Some of them will be going into Commerce, some into Agriculture, some will be going into the FAA.

Mr. MACE. I am guilty of a little mistaken semantics. I mean the foreign service community, people engaged in the Government related to foreign affairs.

Senator DOMINICK. If they have had specialized training in this, don't you think they would probably do better in that competition.

Mr. MACE. I think they might. But at the same time, the fact that they have done better might work to the disadvantage of the man who has paid his own way.

Senator DOMINICK. I don't see that. If a man pays his own way and he is just as bright as the man who had a scholarship I don't see how one would have any preference over the other. At least there is no distinction in the bill.

Senator JAVITS. Senator, would you yield?

Senator DOMINICK. Yes.

Senator JAVITS. I wanted to ask a question of fact.

I would be very interested—as I am a member, like Senator Pell, both of this committee and the Foreign Relations, and indeed, I am ranking member of this committee—in the evolution of the system that you now use.

How has it changed, let us say since World War I when the United States really became a world power? How are those changes related to the foreign policy problems of the United States?

I think that that might be a very interesting thing because I think I understand what Senator Dominick is getting at. I am very sympathetic to it. He really wants to bring the Foreign Service Corps down to the people's level, which is very much like we do with our own services. It is part of the genius of the American military systems in the terms of the people it turns out as a result. It may be false in the way it is done and we don't want to destroy what we have accomplished.

It is a fact that the Foreign Service officers are generally college graduates and you have got to have been one before you can become a Foreign Service officer. That isn't necessarily right.

But I do think that perhaps if we got a little of the thinking of the Department as to how its system has developed and is it satisfactory, and I assume that that is what this reflects, the satisfaction of the existing system as it relates to the ways in which these Foreign Service officers are fed into the stream, with that information we might be very much helped.

Also, I think Senator Dominick's bill ought to have coupled with it an analysis of exactly what is the interface between officers of other departments who have important foreign relations responsibilities,

labor attaches, agriculture attaches, even military attaches, and again, as their importance has grown, how the Department feels that its system has kept pace with that.

I think if we had that, we all might be in a better position to analyze what is being done here. We may find that some new needs are highly desirable, which is the first consideration. That is rather my instinct more than my finding of fact. We then could proceed from that to see, in collaboration with the Department, what that new need would be. I am sure the Secretary of State would agree with the present state of the world and with the egalitarian nature of our society, it is not a good idea to confine the opportunities solely to the college graduate.

I think that is essentially what Senator Dominick is driving at. So would you be kind enough to submit some analysis of the thinking of the Department as to how the broadened responsibilities which I have described relate to the system, and secondly, what accommodation the system has for a nonelite opening, or an opening for a non-elite American?

Mr. MACE. I would be pleased to do so, sir.

(The information subsequently submitted follows:)

ANSWER OF HOWARD MACE, DEPUTY DIRECTOR GENERAL, FOREIGN SERVICE, TO
QUESTIONS PROPOSED BY SENATOR JAVITS

As I understand Senator Javits' request, there are three interrelated questions, which I have attempted to summarize as follows:

1. What changes have been made in the Foreign Service system in relation to changes in foreign policy problems and the proliferation of foreign affairs activities in Federal agencies since World War I?
2. How has the Foreign Service system developed, and how is it considered to be satisfactory, in relation to the ways in which Foreign Service officers are fed into the system?
3. Foreign Service officers are generally college graduates. One of the ideas behind this bill is to bring the Foreign Service down to the people's level. What accommodation does the system have for a non-elite opening?

Each of these questions is answered separately below.

Q. What changes have been made in the Foreign Service system in relation to changes in foreign policy problems and the proliferation of foreign affairs activities in Federal agencies since World War I?

A. Prior to World War I the Department of State provided reporting services for various departments of the Government, supplying information on commerce, finance, agriculture, and mining and minerals. In 1912 the Department of Commerce set up a Bureau of Foreign and Domestic Commerce to maintain direct liaison with the business community. Beginning in 1914 this Bureau was authorized to send commercial attachés abroad. After World War I this authorization was extended to include trade commissioners located in foreign cities other than capitals. The Hoch Act of 1927 established a Foreign Commerce Service in the Department of Commerce and gave a statutory basis to the corps of commercial attachés and trade commissioners.

In 1930 the Department of Agriculture obtained Congressional approval to establish a Foreign Agricultural Service. In 1935 the Department of Interior was authorized to assign representatives to foreign countries. These two Departments continued to rely principally on the Foreign Service of the State Department for reporting services, utilizing the small number of their own officers for more technical reporting.

The problems arising out of the coexistence of various "foreign services" were apparent—duplication of effort, friction regarding responsibilities and functions, and some confusion in the eyes of foreign officials as to who spoke for the United States Government. Efficient management was hindered and operating costs were increased.

In May, 1938, President Roosevelt forwarded Reorganization Plan No. 2 to Congress. Aimed at reducing expenditures, increasing efficiency and eliminating duplication of effort, the plan provided, inter alia, for the transfer and consolidation of the Foreign Commerce Service and the Foreign Agricultural Service into the Foreign Service of the United States under the direction and supervision of the Secretary of State. The plan was approved by Congress and became effective July 1, 1939. The officers of the two services were transferred to the Foreign Service and acquired status as Foreign Service officers.

The vast growth in overseas responsibilities imposed by World War II led to the creation of war-time emergency agencies, such as the Office of War Information, the Office of Strategic Services, the Board of Economic Warfare, and the Foreign Economic Administration. The Foreign Service of the Department of State also underwent a substantial expansion in personnel, primarily through the Foreign Service Auxiliary.

In 1945, by a series of Executive Orders, the functions of several of the war-time agencies were transferred to the Department of State and other Departments. While the war-time staffs were reduced appreciably, some 4,000 employees were added to the personnel of the Department and the Foreign Service. These changes were accompanied by major reorganizations within the Department.

For several years thereafter the great majority of Federal employees engaged in foreign affairs activities was under the direction of the Secretary of State. By 1954, however, the United States Information Agency had been established as a separate agency and the Foreign Agricultural Service had been re-established as a separate organization within the Department of Agriculture. The projection of the United States into the role of leadership among free nations following World War II, the rapid emergence of independent countries needing assistance in multiple forms and the exploding expansions in technology, travel and communications among peoples have all combined to cause an unprecedented proliferation of foreign affairs programs and activities involving, at present, 25 or more Federal Departments and agencies.

Numerous steps have been taken over the years by the Congress or by the Executive Branch to effect changes in the Foreign Service system and its administration in relation to the changes in foreign affairs problems and activities. The more significant of these are identified below.

The Rogers Act was passed in May, 1924. This Act served as the basis for establishing the Foreign Service as a merit system. It included provisions for merging the diplomatic and consular services into a unified Foreign Service of the United States, a retirement system, improved salary scales with graded classes, authority for representation allowances, improved travel allowances, home leave in the United States, payment of home-leave travel expenses for officers and families, assignment of Foreign Service officers to the United States for up to four years without loss of salary, and appointment by examination.

An implementing Executive Order issued in June 1924, established a Foreign Service Personnel Board, to be chaired by the Under Secretary of State, with responsibility for making important personnel decisions affecting Foreign Service officers, including promotion, assignment and disciplinary action. The Order also established a Board of Examiners to administer written and oral examinations for entry into the Service, and a Foreign Service School to function under a Foreign Service School Board, which was to include the Under Secretary of State.

The Moses-Linthicum Act of 1931 amended the Rogers Act of 1924 to redefine the duties and composition of the Board of Foreign Service Personnel which had been established previously by Executive Order, and to provide other changes in authorities for administration of the Service. The Act also established graded classes for clerical personnel with greatly improved salaries for clerical and foreign national employees. Salary scales for Foreign Service officers were also improved by the provision for periodic in-class increases. Other benefits included authorization for payment of post allowances to offset additional living costs at posts abroad, provisions for annual and sick leave and more liberal retirement benefits.

Reorganization Plan No. 2 of 1939, transferred the Foreign Commerce Service and the Foreign Agricultural Service into the Foreign Service of the United States under the supervision and direction of the Secretary of State.

The Bloom Bill of May 3, 1945, provided improved grades and salaries for administrative, fiscal and clerical personnel to facilitate the recruitment of experienced administrative personnel outside of the FSO Corps, and to provide a broader field for advancement from the lower grades. This bill established the

basis for the Foreign Service Staff Corps, which was created under the Foreign Service Act of 1946. Other provisions included authority for the Secretary to assign employees of the Department and other agencies to temporary duty in the Foreign Service with reemployment rights to their agencies, and to assign Foreign Service officers to other agencies for up to three years. The Departments of Commerce and Agriculture were accorded statutory representation on the Board of Foreign Service Personnel, and some of the limitations on administration of the Service imposed by the Moses-Linthicum Act of 1931 were removed.

The Manpower Act of 1946 authorized the appointment of up to 250 Foreign Service officers above the examination-entry class in order to augment the ranks of the FSO Corps which had been depleted as a result of the cessation of recruitment of junior Foreign Service officers during World War II.

The Foreign Service Act of 1946 consolidated and strengthened provisions of earlier laws providing for a career service based on merit and added other provisions concerning conditions of service and administration of the system. It created the Foreign Service Staff Corps to provide a career service for clerical, administrative and technical personnel and a Foreign Service Reserve officer category to meet staffing requirements for temporary or limited periods which could not be met through the available supply and skills of the Foreign Service Officer Corps. Provisions for competitive appointment to the career service through entry at the bottom were strengthened, and provisions for career appointment above the entrance level were liberalized to some degree. The feature of forced attrition was added through provision for promotion-up or selection-out of Foreign Service officers. Improvements in salary scales, retirement benefits, travel, allowances and leave were included. The Foreign Service Institute was established to meet the need for continuous programs of in-service training for employees of the Department, the Foreign Service and other Federal agencies engaged in foreign affairs activities. Administration of the Service was strengthened through establishment of the position of Director General of the Foreign Service and through expansion of the inter-agency membership on the Board of the Foreign Service and the Board of Examiners for the Foreign Service.

In 1949 a major reorganization of the Department was carried out in connection with some of the recommendations of the Hoover Commission. The reorganization included the establishment of a single Office of Personnel covering both the Department and the Foreign Service.

A reorganization of the Office of Personnel in 1953 combined most of the Departmental and Foreign Service personnel programs under a functional pattern of organization, and personnel operations and procedures were modernized.

As a result of the Wriston Committee recommendations of 1954, a large-scale integration program was carried out, resulting in the appointment of approximately 1200 Civil Service, Foreign Service Reserve and Foreign Service Staff officers as Foreign Service officers over a three-year period. Junior officer appointments were also increased substantially, an improved inventory system was installed, a formal career development program was established for the projection of assignments and career counselling of Foreign Service officers, and the training program was increased substantially.

Legislation was passed in 1968 to provide a career service for the Foreign Service personnel of USIA.

The Deputy Under Secretary for Administration, Mr. Macomber, in an address to employees of the Department of State on January 14, 1970 entitled *Management Strategy: a Program for the 70's*, discussed plans to effect further improvements in the personnel policies and programs and the general management of the Department under existing legislative authorities.

Various organizational arrangements have been used to facilitate the coordination of foreign affairs interests and activities among Federal agencies. Presidents Kennedy, Johnson and Nixon have issued directives to clearly place responsibility for coordination of foreign affairs activities with the Secretary of State in Washington and with U.S. ambassadors abroad.

Q. How has the Foreign Service system developed, and how is it considered satisfactory, in relation to the ways in which Foreign Service officers are fed into the system?

A. Efforts were made to provide for appointment to the consular service by merit on the basis of examination as early as 1895 through Executive Order. In 1909 an Executive Order extended to the diplomatic service the provisions for merit appointment which had been provided earlier for the consular service.

These efforts were not fully effective or lasting, however, with changes of Administrations. It was not until the Rogers Act was passed in 1924 that entrance-level appointments to the Foreign Service were required by law to be made on merit, without political considerations, on the basis of a written examination. The Rogers Act also included provisions for employees of the Department of State to be transferred to the career Foreign Service at any class level.

Provisions of the Foreign Service Act of 1946 further strengthened the requirements for competitive selection and appointment of junior Foreign Service officers and established the Foreign Service Staff as a career category supplementing the Foreign Service Officer Corps. The establishment of the Foreign Service Reserve officer category provided further flexibility in meeting temporary or limited staffing requirements.

Major expansions in the size of the career Foreign Service Officer Corps have been achieved, when such expansions were necessary, through provisions for lateral entry appointment at classes above the examination entrance levels. While the authority for lateral entry appointment was restricted for many years, there have been no numerical limitations on this authority since the completion of the Wriston Program.

The provisions for normal entry into the career service through written and oral examination, for lateral entry appointment at any class above examination-entry levels, and the authorities for Foreign Service Staff and Foreign Service Reserve appointments, including the new authorities for unlimited Foreign Service Reserve officer appointments included in PL 90-494, maintain continuing support for the merit principle in career appointments, while providing ample flexibility and authority for non-career appointments when needed. There is also sufficient flexibility under present appointment authorities to permit the Department to alter its policies regarding the utilization and size of one personnel category in relation to another, as the needs of the Service may change from time to time.

These are the features of the system which we consider satisfactory and desirable.

Q. Foreign Service officers are generally college graduates. One of the ideas behind this bill is to bring the Foreign Service down to the people's level. What accommodation does the system have for a non-elite opening?

A. It is true that a large majority of Foreign Service officers are college graduates. The same is true of the officer-level personnel of most Federal agencies and of most private industry organizations today. The demand for college educated personnel has grown rapidly throughout the country as the percentage of our population with college degrees has increased.

Even so, there has never been a specific requirement for a college degree for appointment as a Foreign Service officer, Foreign Service Staff officer or Foreign Service Reserve officer. Any person who meets the citizenship and other requirements and who can pass the written and oral examinations can be appointed as a Foreign Service officer. Our records indicate that a small number of persons without a college degree have been appointed as Foreign Service officers in the past three years.

Under the authority for lateral entry appointment above the examination-entry levels, larger numbers of officers without college degrees have received appointments as Foreign Service officers. This has been true, particularly, during large-scale lateral entry programs such as the Wriston Program beginning in 1954.

The major reason for the small numbers of officers entering without college degrees in recent years, aside from the basic need for well-educated, highly-intelligent officers, is the fact that the nature of the written examination is such that anyone who has been out of school for two or three years is not likely to score as well as a person who is still in school or a person who has graduated recently. Because of the increasing need for greater specialization within the Foreign Service Officer Corps, we have initiated action to revise the written examination to place more emphasis on general intelligence and knowledge and less on specific textbook knowledge. In this way we will be able to attract and appoint a larger percentage of appointees who have completed a few years of pertinent and valuable experience, but who, today, would have difficulty with the written examination.

Senator DOMINICK. Mr. Mace, you refer from time to time to training programs that the State Department has been able to conduct. In

how many areas do you have preemployment categories? Do you have any preemployment training?

Mr. MACE. You are speaking of people we are proposing to hire?

Senator DOMINICK. Yes.

Mr. MACE. We have no programs at our expense for the pretraining of potential employees.

Senator DOMINICK. That is my understanding too. Would not pre-employment training be of some assistance?

Mr. MACE. I think, sir, I don't believe we have any legislative authority at the present time to engage in any preemployment training.

Senator DOMINICK. That is what I thought.

Is my understanding correct that the State Department at the present time, in respect to Foreign Service officers, can send them to colleges or universities for upgrading?

Mr. MACE. Yes, sir.

Senator DOMINICK. Does that authority extend to other agencies of Government?

Mr. MACE. I believe it does now; yes, sir. I think in the last few years there has been legislation authorizing practically all Government agencies to send their employees to universities for training.

Senator DOMINICK. How many other agencies in fact utilize this opportunity? Do you know?

Mr. MACE. I know that AID does, USIA does, Labor does, Commerce does. I think a great many agencies do, sir.

Senator DOMINICK. Those are paid for out of the budget of the respective agencies, not by State?

Mr. MACE. That is right.

Senator DOMINICK. In 1961, the incoming Kennedy administration created two separate advisory bodies, the President's Advisory Panel on the National Academy of Foreign Affairs under the chairmanship of Mr. Perkins, and the Committee on Foreign Affairs Personnel, chaired by former Secretary of State, Mr. Herter.

Both groups concluded that the Foreign Service Institute was parochial, excessively concerned with State Department operations, and inadequate in providing in-service training.

Specifically, what has been done to correct those problems since that time? This I think bears a little bit on what Senator Javits was saying as to what changes had been made.

Mr. MACE. I was not here at the time that you are talking about. I was abroad during the activities of the committee appointed by President Kennedy.

I would say, and I believe you would affirm this, sir, that the Foreign Service Institute now first of all enjoys excellent physical facilities. They have a very fine plant in which the Institute is located.

I think that the quality of the staff of the Foreign Service Institute in terms of educational background of its staff and their capabilities has been enhanced considerably since those committee reports have been made.

At the present time we don't have a director of the Foreign Service Institute with the retirement of Ambassador Hart who was the last director. I think Ambassador Hart and before him, Ambassador Allen, brought a new and distinguished leadership to the Foreign Service Institute that had not been present in earlier years.

I trust that we will be able to appoint a highly qualified individual to direct the Foreign Service Institute. As a matter of fact, the Under Secretary has appointed a committee to look into the question of appointing the properly qualified educator to head the Foreign Service Institute.

I think that the Foreign Service Institute during the past few years has improved its capability of meeting the in-service training needs of our personnel and those of approximately 30 agencies who do at the present time send students to Foreign Service Institute.

I think particularly our program of economic training has gone quite a ways in meeting the needs of upgrading the quality of our economic commercial officers, and we have done that jointly with the Department of Commerce. I have had a statement with them fairly recently in which I think it is fair to conclude that both they and our economic officers in the Department are satisfied with the quality of that particular type of training.

Senator DOMINICK. We will have Mr. Hart and Mr. Allen as witnesses later on. I look forward to their testimony.

The Department's letter of comments states you have about 8,000 employees and family members per year from other Government agencies which receive training and instruction from the Foreign Service Institute. Doesn't most of that consist, however, of language instruction and basic briefings regarding the country of their assignment?

Mr. MACE. A majority of it does; yes, sir. I have a breakdown of the types of training and the number of students.

Senator DOMINICK. I think this would be helpful to put that in the record at this point.

Senator PELL. Without objection, it will be placed in the record at this point.

(The information subsequently supplied follows:)

COURSE ENROLLMENTS AT FOREIGN SERVICE INSTITUTE, FISCAL YEAR 1969

	Number	Percent
By location:		
Foreign Service Institute, Washington.....	6,642	44
Overseas.....	6,136	
Universities.....	89	
Armed Forces colleges.....	48	
Other (Extension Training, Correspondence Courses, etc.).....	2,200	56
Total.....	15,115	
By school:		
Senior seminar.....	24	51
National interdepartmental seminar.....	216	
Academic Relations and ETD.....	2,044	
Professional studies.....	3,629	
Area and country studies.....	1,087	
Vietnam training center.....	398	
Language studies.....	7,717	51
Total.....	15,115	

	State	AID	USIA	Defense	Other	Total
By agency: ¹						
Senior seminar.....	12	1	3	5	3	24
NIS.....	56	30	14	116		216
Academic relations.....	2,025	153	3		16	2,044
Professional studies.....	2,747	442	215	112	402	3,629
Area and country studies.....	279	220	129	128	109	1,087
VTC.....	57		40	81		398
Language studies.....	3,883	1,842	851	704	437	7,717
Total.....	9,059	2,688	1,255	1,146	967	² 15,115
Percent.....	(59.9)	(17.8)	(8.3)	(7.6)	(6.4)	

	Number	Percent
Direct vs. sponsored:		
FSI—Direct training.....	12,778	(84.5)
FSI—Sponsored training.....	2,337	(15.5)
Total.....	15,115	
Full time vs. part time:		
Full time.....	5,350	(35.4)
Part time.....	9,765	(64.6)
Total.....	15,115	

¹ 27 departments and independent agencies, or offices of the executive branch, plus limited enrollments from 6 other independent agencies and offices.

² The total of 15,115 includes some overlap in the case of students taking a sequence of courses. An approximate total in terms of separate individual students is in excess of 13,600.

³ Includes 455 full-time State Department employees assigned for 12 weeks or longer, and whose salaries are carried by the Institute.

DEPARTMENTS AND AGENCIES THAT USE FSI TRAINING FACILITIES, FISCAL YEAR 1969

Executive Office of the President:

(The White House
(Central Intelligence Agency

Legislative Branch:

(Congressional
(General Accounting Office

Executive Departments:

Department of State:
 Agency for International Development
 Peace Corps
 U.S. Missions to International Organizations
Department of the Treasury: Internal Revenue Service
Defense Agencies
Department of Justice
Post Office Department
Department of the Interior
Department of Agriculture
Department of Commerce
Department of Labor
Department of Health, Education and Welfare
Department of Housing and Urban Development
Department of Transportation: Federal Aviation Administration

Independent Offices and Establishments:

Atomic Energy Commission
Federal Reserve System
National Aeronautics and Space Administration
National Science Foundation
U.S. Arms Control and Disarmament Agency
U.S. Information Agency

Senator DOMINICK. Do you have any idea of cost per enrollee at FSI?

Mr. MACE. I don't have that with me. I know their annual budget runs roughly \$10 million a year, of which a substantial portion, I believe about one-third, comes from the appropriations of other agencies who send their students to the Foreign Service Institute.

I don't know that I can get figures for all the different types, but the major categories I can certainly provide.

(The information subsequently supplied follows:)

STATISTICS ON FOREIGN SERVICE INSTITUTE

Foreign Service Institute total enrollments for Fiscal Year 1969 were 15,115. The total instructional costs of the Foreign Service Institute for Fiscal Year 1969 amounted to \$6,400,000. Because of the diversity of courses offered, an overall average unit cost per student would not be meaningful. Courses run from 2½ days to 44 weeks. Costs for various courses are reflected on the attached sheet.

Foreign Service Institute, Department of State, published tuition rates for fiscal year 1970

INSTRUCTION		Cost
Intensive world language (\$89.27 per week) : ¹		
1 week	-----	\$106.00
4 weeks	-----	373.00
8 weeks	-----	730.00
12 weeks	-----	1,086.00
16 weeks	-----	1,443.00
20 weeks	-----	1,799.00
Hard language (\$91.98 per week) : ^{1, 2}		
1 week	-----	109.00
8 weeks	-----	753.00
12 weeks	-----	1,121.00
24 weeks	-----	2,225.00
32 weeks	-----	2,960.00
44 weeks	-----	4,064.00
Early morning class (per semester)	-----	312.00
World language for dependents	-----	357.00
Hard language for dependents	-----	789.00
Language proficiency testing:		
Speaking and reading	-----	17.00
Speaking only	-----	12.00
Tutorial language (world and hard) (per scheduled hour)	-----	7.50
Senior seminar	-----	6,800.00
School of professional studies:		
Administrative training:		
General Services Operations (3 weeks)	-----	389.00
Administrative operations and management (14 weeks)	-----	1,814.00
Consular training: consular operations (2 weeks)	-----	389.00
Economic and commercial training:		
Advanced economic review (5 weeks)	-----	598.00
Foreign Service economic studies (22 weeks)	-----	2,631.00
Economics and modern diplomacy (2 weeks)	-----	239.00
Basic economic review (3 weeks)	-----	359.00
Political training:		
Science, technology, and foreign affairs (1 week)	-----	287.00
Computers and foreign affairs (1 week)	-----	287.00
Communism and other contemporary forms of extremism (1 week)	-----	287.00
Theories of international relations (1 week)	-----	287.00
International law (1 week)	-----	287.00
Contemporary political analysis (1 week)	-----	287.00
Domestic and international labor affairs (1 week)	-----	287.00
Population problems (1 week)	-----	287.00

¹ Tuition costs are based on the regular weekly scheduled hours of instruction less a factor for official holidays occurring during the year. The cost of testing (\$17—which is mandatory for all full-time students) is included in the weekly rates listed in the above examples. Participating agencies will be charged for the number of weeks for which a student is actually enrolled.

² All hard language students enrolled for 24 weeks or longer are required to take 4 hours per week of Advanced Area Training. The additional charge (not included in above rates) for such training is as follows: 24 weeks—\$325; 32 weeks—\$434; 44 weeks—\$597.

73.

School of professional studies—Continued	
Executive development: Executive studies (1 week)-----	\$293. 00
Junior officer training:	
Basic officer (6 weeks)-----	439. 00
Foreign affairs management seminar (2 weeks)-----	146. 00
Communication skills:	
Effective writing (12 hours)-----	11. 00
Effective speaking (24 hours)-----	23. 00
Clerical training:	
Stenography (30 hours)-----	102. 00
Typewriting (30 hours)-----	102. 00
Basic communications (30 hours)-----	102. 00
Advanced secretarial practices and procedures (20 hours)-----	68. 00
Typewriting for drafting officers (10 hours)-----	34. 00
Foreign Service secretarial training (20 hours)-----	68. 00
Orientation: General Foreign Service orientation (2 weeks)-----	101. 00
Wives' seminar (40 hours)-----	131. 00
Center for Area and Country Studies:	
Area studies (3 weeks)-----	471. 00
Area studies (2 weeks)-----	314. 00

NOTE.—All hard language students enrolled for 24 weeks or longer as required to take 4 hours per week of Advanced Area Training and are charged on a weekly basis concurrent with their study of language instruction. Sample tuition rates are as follows:

24 weeks-----	\$325
32 weeks-----	434
44 weeks-----	597

A tuition rate is charged for all programs offered by the Institute. Tuition for programs not listed above may be obtained by calling DU 3-5316.

Questions regarding tuition rates should be addressed to: Foreign Service Institute, Department of State, Washington, D.C. 20520, Attention: Budget Office, Telephone: DU 3-5316.

Senator DOMINICK. You have also objected to what you call lack of flexibility, because the bill requires that 1 year during every 5 must be spent by the employee in the United States.

At the present time, the Foreign Service Act requires that they spend 3 out of every 15 years in the United States. You say this restricts flexibility.

Mr. MACE. Yes, sir.

Senator DOMINICK. Actually, under that circumstance, the general tour overseas is 4 years anyhow, isn't it?

Mr. MACE. Yes. It is broken by home leave in between, within the middle of the period.

Senator DOMINICK. Three out of 15 is one for five. So there isn't very much difference.

Mr. MACE. I think the point is that the present legal requirement is that an officer must serve during his first 15 years of service 3 years in the continental United States. What we try to do is to make that one block of 3 years rather than bringing him back more frequently than that because it is very expensive to transfer a man and his family at frequent intervals.

Senator DOMINICK. The average tour abroad, however, is about 4 years. Does this mean that you keep a person overseas 12 years?

Mr. MACE. I don't think it is quite that high. It runs somewhere around 27 to 30 months, as the average. Of course, our average has been upset quite dramatically in the last few years with the reductions that we have suffered.

Senator PELL. It occurs to me that what we are groping with here is almost a philosophical question as to whether the interest of the United States is advanced by having the people entering the Foreign Service already schooled on U.S. objectives abroad, or whether it is better

to sacrifice that and concentrate on entrants with as completely diverse a spread as possible.

This a question on which there can be honest disagreement. I still try and stay in touch with the thinking of the Foreign Service, and one of the problems the young Foreign Service officer faces is that they come in rather excitedly and then very often discover that their initial job is really not up to their training, their capacity, or their expectations. They had thought that everyone has an attache case when he enters.

I think it is a very wrong kind of concept. I don't think people go into the clergy with the idea of becoming a bishop. I think the Foreign Service would be much healthier if the young men came in because they believe in a life of service, a life of travel and entered for that reason rather than setting their sights too high and then they find they are getting disappointed.

The result is, that today, in the early stages of the Foreign Service, we are losing the best young men from boredom; the best young men who are efficient leave while we keep the broad middle spectrum. I think our objective should be that while we continue to lose the bottom portion, to try and keep that top portion.

I look at the classes when I joined the Service and the fellows with perhaps the most imagination are not those who have stuck with the Service with a resultant loss to our national interest. These are just general observations.

Mr. MACE. I think in general I would agree with your comment, Senator.

I think that we should and we are in the process of making some changes which we hope will lessen that trend.

Senator PELL. I read Ambassador McComber's speech carefully and congratulated him on it. As you know, there has been thought of a commission to study this whole problem and it is almost time for it. I hope this is not just a means of forestalling that. I think all the changes that are needed to be made can be made within the Foreign Service utilizing the present legislation. One of the great problems you face is you haven't taken full advantage of the existing legislation.

The original War Manpower Act of 1946 gave you complete flexibility. I think probably what Senator Dominick is seeking to accomplish here would not be a problem if the full authority under the legislation had been exercised by the Department.

Thank you.

Senator DOMINICK. Mr. Mace, do you have any statistics showing how newly recruited Foreign Service officers stand on any national scale, such as the College Board Exams or the Graduate Record Exams or anything of that kind?

Mr. MACE. No, sir; I don't have that. I believe I can provide data which can relate to that.

Senator PELL. As a matter of observation, the standard is fantastically high.

Senator DOMINICK. If we can get this data, I think it would be helpful to give us some idea of the comparability.

Mr. MACE. Yes.

Senator PELL. I agree.

(The information subsequently supplied follows:)

FOREIGN SERVICE EXAMINATION VS. GRADUATE RECORD EXAMINATION

We think that we can be helpful to the Senator on this point. A recent study conducted by the Educational Testing Service at Princeton, New Jersey made a comparison between the Foreign Service Examination and the Graduate Record Examination. This was done, essentially, by including identical questions in both examinations for Foreign Service officer candidates in the group studied. The relative position of the FSO candidates on the GRE *Verbal* was 591, as compared to a national average of 518. The relative *Quantitative* score for Foreign Service officer applicants on the GRE was 534, as compared to a national average of 527.

The conclusion of the Educational Testing Service investigators is that the evidence indicates that "the mean level of performance of Foreign Service officer candidates is higher than that of GRE National Program candidates."

Senator DOMINICK. Again, I don't know whether you have this. But if you have, I think it would be helpful—a comparison of how the incoming Foreign Service officers compare with other groups entering Government service, or similar professions in the private sector.

Mr. MACE. No, sir, I don't. Do you mean comparison with respect to intelligence and numbers of degrees?

Senator DOMINICK. I was thinking in terms of relative ranges, the degree level which they have attained prior to entering the service, and this kind of thing.

Mr. MACE. Compared say with junior attorneys being employed?

Senator DOMINICK. Yes, if you have an attorney coming in for example, how does he compare with people who are going into an international firm. I don't know whether you have any records of that kind. You might take a look.

Mr. MACE. All right. I know we have done some work on that with the Department of Labor earlier in the past year. I think I can provide some data.

(The information subsequently supplied follows:)

EDUCATIONAL ATTAINMENT PRIOR TO ENTRY ON DUTY—FOREIGN SERVICE OFFICERS AND COMPARABLE GOVERNMENT APPOINTEES

Category.....	CSC	USIA	Department of State
Fiscal years considered.....	1965-68	1967-69	1966-69
Program.....	Management intern	Junior officer	Junior officer
Total intake considered.....	1,530	125	609
Level achieved by percent:			
(a) No degree.....	1.0		0.2
(b) Bachelor's degree.....	76.6	54.4	44.5
(c) Masters.....	26.9	44.8	53.8
(d) Ph. D.....	.5	.8	1.5
Percent with bachelors or better.....	99.0	100.0	99.8
Percent with masters or better.....	27.4	45.6	55.3

We have no comparative figures for similar professions in the private sector.

Senator DOMINICK. As to the 1-day written exam which has been instituted, does this show any trends in scores, for example, as to the ability of the Foreign Service officers which you have been recruiting?

Mr. MACE. A 1-day written exam has been given since 1946, with legislation that was passed then, which is our basic legislation of the Foreign Service Act of 1946, which established the present basic con-

cepts of both the written and oral examinations. They have been given with few exceptions annually.

What that examination attempts to do is to in effect test the general intelligence of the candidate and it is followed by an oral examination, which is more directly designed to determine aptitude and experience capability of performing duties of the Foreign Service officer. So it is a two-part examination, a written and an oral.

At the present time, Senator, it has three options: one for the field of political science, one for economic and commercial training, and one for administrative management training.

Senator DOMINICK. I wonder, to use the colloquial expression, if you could give us any statistics on the dropout rate over the past 10 or 15 years of the Foreign Service officers?

Mr. MACE. You said dropout, you mean voluntary?

Senator DOMINICK. Yes.

Mr. MACE. Yes, sir, I can.

Senator DOMINICK. Both voluntary and involuntary.

Mr. MACE. I will be glad to provide that. We have done some analysis of that. We find that our dropout rate compares most favorably with other Government agencies. In other words, we have a relatively low dropout rate.

Senator DOMINICK. I am glad to hear that. I think it would be helpful if you could give us those figures.

Mr. MACE. Yes, sir.

(The information subsequently supplied follows:)

Attrition rates for Foreign Service officers over the past 10 fiscal years

[Includes voluntary and involuntary separations]

Fiscal year :	Percent
1960 -----	3.44
1961 -----	4.38
1962 -----	8.04
1963 -----	4.46
1964 -----	4.05
1965 -----	6.95
1966 -----	7.41
1967 -----	5.91
1968 -----	7.03
1969 -----	8.19

NOTE: Bureau of Labor Statistics attrition formula used to determine attrition rates.

Senator DOMINICK. One of the misunderstandings concerning my bill which has been brought to my attention is the idea it is designed only to take care of employees who are going to be serving overseas. Actually, it is also designed to cover citizens who are working within the United States but who are in really pretty constant touch with people overseas.

Do you have any list of those people and who they are?

Mr. MACE. In the United States?

Senator DOMINICK. Yes.

Mr. MACE. No, sir, I don't. It could be obtained from the agencies that are engaged in the field.

Senator DOMINICK. We will have to gather that data from each respective agency, then?

Mr. MACE. Do I have a list of the agencies?

77

Senator DOMINICK. No, I said, would you have to gather them from the respective agencies?

Mr. MACE. I would be willing to undertake to get them for you, sir.

Senator DOMINICK. If you will, I think this would be helpful. I have a feeling it is going to be quite a massive number of people.

Mr. MACE. Yes, I think we would have to agree upon the terms of references of what we mean by people engaged in foreign affairs. I wouldn't think you would assume for example you would want all the people in the Pentagon who are related to military operations abroad, but on the other hand, I am sure you would want to include parts of the Department of Labor, AID, Department of Commerce, USIA and others.

Senator DOMINICK. Yes.

Senator PELL. By others, do you mean the Central Intelligence Agency?

Mr. MACE. Yes, sir. I think they should be included.

Senator DOMINICK. With all due respect, I wonder if we wouldn't get into pretty sensitive ground on that, Mr. Chairman. I am inclined to think if we didn't get into the CIA, we would be better off on this particular type of question.

Senator PELL. Maybe it could be given to us on a classified basis.

Senator DOMINICK. That would be all right with me. I serve on that subcommittee of the Armed Services Committee.

(The information subsequently supplied follows:)

DEPARTMENTAL AGENCIES ADMINISTERING FOREIGN PROGRAMS

Owing to the nature and scope of the request and to the limitation of time, the following list of Departments and Agencies administering foreign affairs programs should not necessarily be considered complete. For the same reasons, the numbers of positions, while generally indicative of substantial foreign affairs activities, include professional, sub-professional, and clerical positions.

Executive Office of the President:

Office of Science and Technology.....	62
Office of the Special Representative for Trade Negotiations.....	22

Executive Departments:

Department of State.....	6,590
Agency for International Development.....	3,260
Peace Corps.....	954
Total	10,804

Treasury Department:

Assistant Secretary (International Affairs)	75
Bureau of Customs.....	5
Internal Revenue Service.....	20
Total	100

Interior Department: Bureau of Commercial Fisheries.....	27
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Agriculture Department:

Foreign Agricultural Service.....	905
International Agricultural Development Service.....	100
International Organizations Staff.....	9

Total	1,014
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Executive Departments—Continued

Commerce Department:	
Assistant Secretary for Domestic and International Business:	
Bureau of International Commerce.....	881
Office of Foreign Commercial Services.....	3
Bureau of Standards: Office of International Relations.....	3
Patent Office: Office of International Patent and Trademark Affairs.....	9
U.S. Travel Service.....	74
Total	1,013
Labor Department: Assistant Secretary for International Labor Affairs	174
Department of Housing and Urban Development: Office of International Affairs.....	25
Department of Transportation:	
Assistant Secretary for International Affairs and Special Programs	53
U.S. Coast Guard: Office of Public and International Affairs.....	6
Federal Aviation Agency: Assistant Administrator for International Aviation Affairs.....	72
Federal Highway Administration: Bureau of Public Roads.....	11
Total	142
Department of Health, Education, and Welfare:	
Office of the Secretary.....	11
Office of Education.....	178
Social Security Administration.....	362
Social and Rehabilitation Service.....	19
Public Health Service.....	514
Total	1,084
Justice Department.....	10
Independent agencies and commissions:	
U.S. Information Agency.....	3,486
Arms Control and Disarmament Agency.....	245
Atomic Energy Commission:	
Assistant General Manager for International Activities.....	77
Office of Safeguards and Material Management.....	5
Total	82
Civil Aeronautics Board: Bureau of International Affairs.....	30
Export-Import Bank.....	295
Federal Home Loan Bank Board: Office of International Home Finance	3
Federal Maritime Commission: Office of International Affairs and Relations	4
Federal Reserve System: Division of International Finance.....	53
Foreign Claims Settlement Commission.....	39
National Aeronautics and Space Administration: Assistant Administrator for International Affairs.....	28
National Science Foundation: Office of International Science Activities	22
Smithsonian Institution: International Exchange Service.....	16
U.S. Tariff Commission.....	256

Mr. MACB. In this connection, Senator, may I ask that the reporter give to me the sort of thing that Senator Dominick was asking so I have the full flavor of the thrust of his questions and yours?

Senator DOMINICK. Correct. With respect to my question, I am talking about those who work in administering international affairs programs in their department or have contact on a regular basis with citizens of other countries in person or by way of communication.

Mr. MACE. Right.

Senator PELL. You will receive a copy of the rough draft of the testimony tomorrow and you can clean up any tiny grammatical errors or even more substantive errors, in fact.

Mr. MACE. Thank you.

Senator DOMINICK. One further question as a matter of information.

As of December 1969, there were 179,221 noncitizens who were employees of our Government in U.S. territories and foreign countries. Do we give them any specific educational programs, or are they limited to on-the-job training?

Mr. MACE. To my knowledge, it is almost exclusively on-the-job training.

Senator DOMINICK. Thank you very much.

Senator PELL. Thank you very much, gentlemen.

Our next witness is Dr. George Grassmuck, Special Assistant to the Secretary for International Affairs, Department of Health, Education, and Welfare.

STATEMENT OF DR. GEORGE GRASSMUCK, SPECIAL ASSISTANT TO THE SECRETARY FOR INTERNATIONAL AFFAIRS, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Dr. GRASSMUCK. I do, Mr. Chairman. I have submitted it. I believe that you have copies there. It is a rather extensive statement. I could summarize it, if you choose.

Senator PELL. Certainly. It will be inserted in the record in full. If you care to summarize it, please do so.

(The prepared statement of Mr. Grassmuck follows:)

PREPARED STATEMENT OF DR. GEORGE GRASSMUCK, SPECIAL ASSISTANT TO THE SECRETARY FOR INTERNATIONAL AFFAIRS, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman, I am pleased to have the opportunity to appear before your Committee today and to offer any information I can concerning Senate bill 939. As one who taught on college campuses and labored as an academic administrator and consultant in the field of international affairs, and whose chief concern now is the international aspects of the programs of the Department of Health, Education, and Welfare, I am interested in this proposal, the work behind it, and the objectives it is intended to achieve.

While our Department is a domestic agency by intent, statute, and action, certainly, some international work has developed upon it. Of environmental necessity this work is expanding, and there is need to assign Department professionals to more international tasks.

It follows that the Department considers and conducts these operations only as extensions of its efforts to meet domestic responsibilities, and that it defers to the Department of State and the Agency for International Development on matters of external policy. Likewise, the position of Health, Education, and Welfare on this measure is that of deferring to the Department of State and its comment.

If I may, Mr. Chairman, I should like to describe some of the activities of DHEW which extend beyond the limits of the United States. While many of them are known to the Members of the Congress, and each of them is thoroughly

examined by that Congressional body which has the assigned authority and jurisdiction to do so and to determine its merit, the total of these bits and pieces is not readily apparent.

At present we estimate that about 1,000 DHEW employees work principally with international activities. This is about one percent of the total staff. The number is not exact, because it is subject to constant change, and because many of those who are engaged in international work are only temporarily so assigned. As example, the Social Security Administration has a small international research and activities group which does comparative studies of social security systems elsewhere to the end of improving our own. Its members also assist in training students of social security from abroad, and in the development of social security positions for use with the International Labor Organization.

The Department has mounted a large number of training and research projects in foreign countries that have excess P.L. 480 currencies. Over 120 such projects are now supervised abroad by the Health Services and Mental Health Administration in the Public Health Service. The Social and Rehabilitation Service guides a Yugoslavian program that has produced an improved prosthetic hand. The Children's Bureau directs programs for projects within its scope of interests. Recently the Consumer Protection and Environmental Health Service has broadened its attentions and proposed new overseas activities which can be supported with P.L. 480 funds.

Turning to activities intended to protect the health and Welfare of American citizens, the work of the Public Health Service in Foreign Quarantine, and in smallpox and other disease control and eradication can be mentioned along with the overseas efforts of our Food and Drug Administration to monitor the production of materials for use in drug production in the United States and the detention of contaminated products which are intended for importation into the United States.

At the end of calendar 1969, 178 Public Health Overseas Personnel were located in 47 different countries, according to tabulations prepared by the Office of International Health under the Assistant Secretary for Health and Scientific Affairs.

Among the units within the Department which bear heavy responsibility for international activities, I should mention the National Communicable Disease Center in Atlanta, which works with the Agency for International Development on many projects, the John E. Fogarty International Center for Advanced Study in the Health Sciences, which is a part of the National Institutes of Health, and the Institute of International Studies in the Office of Education. The Fogarty Center maintains scientific exchanges in scholars and ideas, principally with advanced countries and their institutes. The Institute of International Studies administers Title Six of the National Defense Education Act and related programs. Under that Act, the Institute of International Studies annually monitors 2400 National Defense Foreign Language and Area Fellowships for undergraduate, graduate, and postgraduate students and it assists 107 language and area centers which have been established in colleges and universities across the country with the help of funds appropriated by the Congress. Thus over more than a decade, we have established some new higher education competences in many institutions. With concern in mind over these numerous activities, the administration of the Department cannot but conclude that there are many international extensions of agency programs, and that these extensions do require a measure of international competence that should be blended with professional capabilities.

With these descriptions as background, and with an awareness that other agencies of government face similar program needs, it is my personal opinion that the objectives and broad goals behind Senate bill 939 have merit and deserve your consideration.

I should like to list a few of the points I find in favor of the general objectives of this approach:

First of all, I agree that our search for talent to serve us abroad should be as far ranging and as deeply probing as we can make it. Present recruitment procedures may be adequate to immediate needs, but if a broader talent base can be tapped through this bill, or in other ways, I suggest that we should be open to them.

For many years, the primary requisite for the candidate who aspired to service abroad was an adequate financial background to support his educational needs. In the last two decades private foundations and the Federal Government have

done much to ease the financial way for students who were motivated toward a career that would include much international work. New competences in international studies are available in many institutions, and may be enjoyed by numbers of students. Some of these may be headed toward professional training and may hope to spend some of their effective years in international activity or practice. I believe it is apparent that combinations of international and professional training are in order and will develop.

We may now be at a new stage where, because of changing needs, we must actively seek individuals who could be ideal candidates, but we need the assurance of attainable and personally satisfying careers in overseas work. The search for intelligent, and sensitive men and women who meet all the high standards for overseas work can be improved and expanded. I believe we have reached a stage in academic development at which colleges and universities can participate in the recruitment and preparation of those who join the ranks of international expertise. A Foreign Service Corps plan in this vein might well provide these institutions with a focus and a motivation which will enable them to use their capabilities to national advantage.

This leads me to my second point in favor of the broad purposes behind the bill. We should utilize the potentials that private and public investment have created in our educational institutions for international education, language training, area studies, and development problems. Already, universities have reorganized to serve the changing international needs thrust upon scholarship, government and business. On the campuses there are vice presidents and deans for international studies, as well as centers and institutes for international or area affairs. Smaller colleges have joined in regional associations to sponsor international programs of study. Professional schools in engineering, public health, and business administration have also built international components into their studies and research. In all there is academic recognition of these demands of a changing international environment. Any program of recruitment which draws the best of our youth from these many programs across the country cannot help but be strengthened by this richness and diversity of talent.

Mr. Chairman, these are a few of many thoughts which rise when the broad impact of this proposal is reviewed. There are many questions which S. 939 raises, of course, and on which I have not touched. I would expect some of the specific provisions to require, and surely receive, broad consideration from your committee as well as from other interested citizens. I will gladly assist, if called upon, and I shall endeavor to provide such information as I can.

Dr. GRASSMUCK. I am before you with a mixed education background which I should state very succinctly. I have been an academic administrator for some time. I served as an assistant vice president for academic affairs at the University of Michigan where I was in charge of international programs before joining the present administration in the Department of Health, Education, and Welfare.

For this reason, the testimony which I give you is based upon several approaches or several facets of study of the topic which the Senator from Colorado has in mind.

As you know, our Department is a domestic agency and as such, we have concerned ourselves particularly with matters which are of great importance in the United States. Insofar as our external activities are concerned, we have followed the lead of the Department of State and AID in the work which they have done and also in our approach to S. 939. We have deferred to the Department of State in its position and in the statements which it has made.

But while our Department is a domestic agency by intent and statute and action, as you well know, of environmental necessity, if for no other reason, it finds itself working more and more in international fields and dealing with problems which extend beyond the continental United States and beyond the boundaries of our country.

Within the statement, I have presented a brief description of a large number of activities in which we are engaged. To mention them and

cite them very briefly, I believe we have some 1,000 DHEW employees who work principally with international activities. These are not always the same 1,000, because the professionals we have in our staffs are called on on different occasions and at different times to go abroad and to serve for international purposes.

One of those examples, of course, would be found in our Consumer Protection and Environmental Health Service. Here suddenly we find individuals who up to this time had not thought of themselves as international servants or international individuals, now finding that they must serve in the solution of some international problem.

To go further with that, we could count any number of activities relating to smallpox, malaria, and other diseases and quarantine problems. We could go on, if we will, to the John E. Fogarty International Center for Advanced Study in the Health Sciences. This is the part of the National Institutes of Health.

We could go on to the Institute of International Studies and to various other activities which have developed within the vast network of the Department of Health, Education, and Welfare.

It is with those that I am primarily concerned at this time within my administrative capacity and as a Special Assistant for International Affairs to Secretary Finch. I endeavor to try to find some sense and meaning in the melange which we have before us.

In considering S. 939, this present bill, I looked at it from my personal position and also with some idea of what the Department saw as its immediate concerns as it endeavors to develop international competence which is required by the new day, the new problems, which confront us.

I found at least a few points which I thought could be mentioned advantageously here and which would lead to further discussion in the legislative consideration of S. 939 and the purposes and objectives that Senator Dominick has.

First of all, I would agree that our search for talent to serve us abroad should be as far ranging and as deeply probing as we can make it. I am of the opinion that present recruitment procedures are adequate to immediate needs, but that there is a need for a broader talent base, there is need for more capabilities, and that some of these can be tapped through the bill.

A second point which I would like to make is that the bill has as one of its broad purposes the utilization of the considerable capabilities that have developed during the past decade or so in our colleges and universities throughout the country.

I would emphasize that a good deal of private and public capital has been poured into these developments and the institutionalization of these approaches. This is both in private foundation money, in individual moneys, and with public funds through the National Defense Education Act, especially title VI of that act, and through various other efforts for which the U.S. Government has been most supportive.

With these two basic points in mind, the idea that I would present today is that we do have a considerable new capability in materials, in manpower, in training and that the real problem which confronts a professional department such as Health, Education, and Welfare is how to combine these capabilities with our professional competencies so that we can do a successful job now and in the future.

This is the summary of my statement.

Senator PELL. I appreciate your statement.

I think while the Congress is never governed by the views of the executive branch, it does appreciate knowing them. Does your agency believe the national interest would be better served by the passage of this bill or better served by its defeat?

Dr. GRASSMUCK. I am not in a position to make a statement on that at this time, Senator. It is my view that the broad purposes of the bill should be very definitely and thoroughly considered and the ideas which have generated it, the needs which have generated it, should result in the development of further legislation which would be satisfactory to the executive and legislative branches and to the meeting of our needs.

Senator PELL. This is a little aggravating frankly, because I understand you don't want to take a position, and you are instructed not to take a position, but do you support it, do you oppose it, or do you decline to take a position? Don't give me a cloud of words.

Dr. GRASSMUCK. Certainly, Mr. Chairman, I recognize your needs.

Senator PELL. I just want to know your position. The State Department has been very forthright and said they opposed it, period. We know where they stand. Where do you stand, or do you just say you have no position?

Dr. GRASSMUCK. I am in a position to defer to the Department of State and this we have done. I am also in a position to say that we are interested in the broad purposes of the bill, and then a further point which should be made and this should be considered here certainly, is that there are aspects of the bill which I am sure will need further legislative consideration before the bill is ultimately passed.

Senator PELL. Again, to get to the point, on balance, do you oppose it, support it or decline to take a position? You can do any one of the three, but just please do one of them.

Dr. GRASSMUCK. What you have given me, Mr. Chairman, is a set of three positions. I believe there are more alternatives than those, if I may say so.

I should say that you know the administration's position at present is in opposition to this bill. I should say as well that the bill recognizes a felt need and the consideration of ways in which we can meet that need. Because this is so, I am certainly in favor of the bill's thorough consideration and its analysis in the legislative channels which you know well and which certainly, Mr. Chairman, offer advantages as means of refining proposed measures.

To go further than that, I would say there are certain specific parts of the bill which raise questions and which I would be happy to discuss and talk with you about, if you would care.

Senator PELL. I will accept this cloud of words. Really, most witnesses who come up from the administration are a little more forthright and say the ideas are good and they support the concept or they say the ideas are good but they believe it is not in shape to be passed, but they have a view. I really don't recall a witness who has been quite as fuzzy in this regard and unwilling to take a position as you have been.

Thank you.

Senator DOMINICK. Dr. Grassmuck, I have read over your statement. I appreciate the support which you give the idea.

Senator PELL. He may well support the bill. He just won't say.

Senator DOMINICK. If I understand your position, the position that you are in, you have to defer to the State Department and you are not going to go beyond that, other than the fact that you say the bill does have some good objectives. Am I correct in that interpretation?

Dr. GRASSMUCK. Yes, sir, I believe you are, Senator.

Senator DOMINICK. I thank you for the kind words. It is helpful to get at least some people who think it is a good idea. I hope you keep after it.

I do have some questions. Do you have or will you supply a tabulation identifying by number and location by country all civilian employees of your Department who are abroad whether they are U.S. citizens or otherwise?

Dr. GRASSMUCK. No, sir, at present we don't have a complete tabulation for the full Department. We have statistics at present for the Public Health Service, and I should be happy to submit those, if you care to have them. We are endeavoring to get a complete tabulation of all of the people who are in the service of HEW who are abroad and I shall submit that for the record.

Senator DOMINICK. That would be very helpful. I would appreciate it. If you could give us the Public Health Service as graphically as possible and get the others in as soon as you can, it would be helpful.

(Subcommittee note: The material on HEW employees abroad is included with information supplied by HEW on domestic employees in the appendix.)

Senator DOMINICK. As to your personnel who are serving overseas, how many of them receive inservice training after employment?

Dr. GRASSMUCK. You are speaking, sir, of inservice training which would enable them to work overseas specifically?

Senator DOMINICK. Yes, or to upgrade their expertise overseas, wherever they may be stationed. In other words, some of them I would presume go to the Foreign Service Institute. I would also presume some of them are sent to colleges or universities and some of them may get some inservice training.

Would you give us some breakdown of what the proportion is amongst those three examples.

Dr. GRASSMUCK. Yes, sir. I would need of course to get the whole population overseas before I am able to determine the amount of inservice training which they would get and would be happy to try to submit that to you as well.

(The information subsequently supplied follows:)

IN-SERVICE TRAINING OF OVERSEAS EMPLOYEES, DEPARTMENT OF HEALTH
EDUCATION AND WELFARE

Overseas personnel of the Social Security Administration and the Office of Education have not received formal inservice training for those assignments. However, all Public Health Service personnel assigned overseas have, at some time, received orientation at the Foreign Service Institute. During 1969, thirty-three persons from DHEW went through the three week FSI program and another three weeks in AID/Washington.

In addition to the above, personnel being assigned to the West African Smallpox Eradication/Measles Control program are given a four week course in Atlanta in which they receive instruction in the basic science of disease control; as-

assessment techniques; population problems; principles, use, maintenance and repair of field equipment; and modern African history and politics.

Personnel assigned to the malaria eradication program are given four weeks of training at the National Communicable Disease Center. This training is varied according to the needs of the technician. All persons entering a new country are oriented in the status and problems of the malaria program in that country.

Other technical offices in DHEW also provide orientation within their offices for personnel about to be assigned to overseas programs.

Language training is provided as required. Training usually involves short courses or the use of language tapes to give persons a basic understanding of the language before arrival in the country. Occasionally, long-term language training is provided in cases where fluency is required.

I could say, though, on the basis of present experience that those of our personnel who go to colleges and universities are detailed for that purpose, usually don't go there to learn about international activities. They go for professional advancement and development. I have not heard of one who went to a college or university for international training.

Senator DOMINICK. In other words, they go there to upgrade their own area of expertise?

Dr. GRASSMUCK. Yes, sir. That has been the emphasis entirely in the Department. This is the scale upon which their promotions are based. It is to that end that they address themselves.

Senator DOMINICK. The broad scope of knowledge of our relationship with other nations is not really touched on unless it happens to be their area of expertise?

Dr. GRASSMUCK. Yes, sir; unless it happens to be their area of expertise or unless they are willing to do a good bit of at-home reading on their own.

Senator DOMINICK. Setting aside the number of citizens that you have located overseas, I would also presume that you have domestic employees, people who live within this country, who are either administering programs through contacts with other countries or regularly are in contact with citizens of other countries. Is that correct?

Dr. GRASSMUCK. Yes, sir. We have a large number of employees who are engaged in this type of activity, and who have face-to-face conversation and other forms of contact with individuals who are overseas, some of them in relatively high level positions in corresponding ministries of health or education.

We do have a number of professionals.

Senator DOMINICK. So you would supply the HEW information that we asked Mr. Mace to get. He could get it from your Department and from you fairly easily then?

Dr. GRASSMUCK. Yes, sir, we would be the ones responsible for giving him that information.

Senator DOMINICK. Do you have any rough estimate at this time as to how many of these people might be involved?

Dr. GRASSMUCK. It would be over 800 who do work of this kind. We now have such a variety of institutes and organizations which are at work here that this has become a very large group for us.

If I could emphasize very briefly here the function of this organization and of these people, it is not only that of diplomatic contacts certainly, but of the development of additional sources of knowledge and information about such activities as health delivery services, or of

better ways of controlling communicable diseases, or of the discussion and handling of population situations.

In all of these instances we come into the need for a very neat arrangement of diplomatic capabilities along with professional competence. Out of this, in turn, we hope there is a considerable input into the Department of Health, Education, and Welfare on the way in which things are being done.

Senator DOMINICK. How often do the overseas employees return to the United States, either on a sustained or on a temporary basis? In other words, what is the term of service overseas? How long do they come back here? Do they go overseas again?

Dr. GRASSMUCK. A 2-year assignment overseas is usually considered a long assignment and about maximum for our people. There are occasions when they are detailed to other activities on participating agency service agreements. This would mean that some of our professionals may be working with AID for a period of 3 years or so. But this would be about the maximum.

Senator DOMINICK. When they return to the United States, is it short term or permanent?

Dr. GRASSMUCK. We would hope that they generally come back and stay a while and I think that is the regular practice for most of these people. In a number of other cases, however, there are individuals who are assigned for particular tasks or functions overseas who may find that this is their one assignment overseas and who then return to the regular order of business in the Department.

Senator DOMINICK. Do you give any training to the families of these employees who go overseas?

Dr. GRASSMUCK. No, sir, we don't.

Senator DOMINICK. No language training?

Dr. GRASSMUCK. We have endeavored to make some provisions for that, as we can, but it is usually quite limited.

Senator DOMINICK. With respect to your allocation of people to the Foreign Service Institute for further training, do the families of these people also get training through the Foreign Service Institute?

Dr. GRASSMUCK. To my knowledge, they are given an opportunity to have that training. However, again, I must confess ignorance on much of this matter.

The people who go to the Foreign Service Institute are relatively few from our Department, and as far as I know, they have not had a major impact upon the total of our international activities.

Senator PELL. I would like to interpolate here. I think the Foreign Service Institute is capable of handling quite a number. If I am wrong, I wish you would correct me, and the decisions as to whether the families receive language and protocol training rests entirely with the individual. Am I correct or wrong, Mr. Mace?

Mr. MACE. We do not normally give language training to dependents. There are some who get language training at their posts of assignments on what they call a postlanguage training program.

Senator PELL. What do you mean postlanguage?

Mr. MACE. For example, in Paris, there could be a language training program in French to which dependents might be accommodated.

Senator PELL. But only when they are on post?

Mr. MACE. Yes.

Senator PELL. I thought that dependents could get language training here at the Foreign Service Institute?

Mr. MACE. No.

Senator PELL. I stand corrected.

Senator DOMINICK. Do you recruit on campus for your personnel, Mr. Grassmuck?

Dr. GRASSMUCK. Yes, certainly we have regular Civil Service examinations for positions in the Department of Health, Education, and Welfare. These examinations, however, are not directed toward international competence. For the most part, our efforts are to recruit professionals in the fields of medicine and public health, engineering, and the other professions.

Senator DOMINICK. Where does your recruiting go on? Is it limited geographically or is it nationwide?

Dr. GRASSMUCK. The recruiting is nationwide. We make every effort to recruit through the regional offices and to distribute the various pieces of information throughout the university world and nationwide.

Senator DOMINICK. Are you concentrating on any particular type of college or university; for example, the medical schools or the schools of public health?

Dr. GRASSMUCK. To my knowledge, the recruitment that is done needs to be done within those areas in which professional competence can be found, which means that we would send, of course, circulars and interviewers to the medical schools.

Insofar as possible, however, it has been Departmental policy to try to make as wide an effort to recruit as is possible. This would mean a nationwide distribution of our information.

Senator DOMINICK. I thank you.

Senator PELL. Thank you very much.

Our next witness is Dr. Francis Wilcox, dean, Johns Hopkins School of Advanced International Studies, representing the American Council on Education. He is an old friend, not only personally but an alumnus of the Hill who has gone on to more glorious circumstances.

STATEMENT OF FRANCIS WILCOX, DEAN, JOHN HOPKINS SCHOOL OF ADVANCED INTERNATIONAL STUDIES, REPRESENTING THE AMERICAN COUNCIL ON EDUCATION

Mr. WILCOX. Thank you very much, Mr. Chairman and members of the committee.

My name is Francis Wilcox, formerly Assistant Secretary of State, and presently Dean of the Johns Hopkins School of Advanced Studies.

Prior to that I had the privilege of serving as Chief of Staff of the Senate Committee on Foreign Relations for a 10-year period. During my days as teacher, as Government official and as dean, I have had a great interest in the problem to which you address yourselves this morning.

For a number of years I have served as a member of the American Council on Education Commission on International Education and it is in that capacity that I appear before you today to support generally S. 939, a bill which you are now considering.

The American Council on Education represents 1,343 colleges and universities, 213 nonprofit education organizations and 83 affiliates. Its membership includes 53 percent of all regionally accredited universities, 83 percent of all regionally accredited 4-year colleges and 42 percent of all regionally accredited junior colleges. And providing a line of communication between higher education and the Federal Government on major programs and policies of mutual concern is one of the principal functions of the American Council.

I will not burden you, Mr. Chairman, with reading the manuscript which I have submitted to the staff of the committee.

Senator PELL. It will be inserted in the record as if read.

(The prepared statement of Mr. Wilcox follows:)

PREPARED STATEMENT OF FRANCIS O. WILCOX, DEAN, SCHOOL OF ADVANCED STUDIES,
THE JOHNS HOPKINS UNIVERSITY, REPRESENTING THE AMERICAN COUNCIL ON
EDUCATION

Mr. Chairman and members of the subcommittee, my name is Francis O. Wilcox, formerly Assistant Secretary of State, and presently Dean of the School of Advanced International Studies of The Johns Hopkins University. For a number of years I served as a member of the American Council on Education's Commission on International Education and it is in that capacity that I appear today. I am pleased to appear before you in support of S. 939, a Bill to amend the Higher Education Act of 1965.

The American Council on Education represents 1,343 colleges and universities, 213 non-profit educational organizations, and 83 affiliates. Its membership includes 58% of all regionally accredited universities, 83% of all regionally accredited four year colleges, and 42% of all regionally accredited junior colleges. Providing a line of communication between higher education and the federal government on major programs and policies of mutual concern is one of its principal functions.

The American Council on Education has long been concerned that the public officers in the nation's international service profit by the best preparation and training the country could muster. The Council has consistently sought to develop ways in which the rich resources of America's colleges and universities could best be turned to this purpose. We are already on record—many times—as believing that the federal government should develop and support more purposeful programs to this end.

Accordingly, we welcome the introduction of S. 939, insofar as it seeks an improved basis of government support to education in the international field to provide for an U.S. Foreign Service Corps. We see in this proposed legislation a recognition of an appropriate public responsibility. That responsibility is to underwrite expertise across a broad range of official U.S. overseas representation, in keeping with the demands of our complex and troubled times.

One of the clearest legacies of the generation since World War II has been the demonstration that diplomacy, the art of ordered discourse between peoples, is in fact an increasingly sophisticated science of communication and negotiation. Its practitioners should not only be identified from among the ablest of our citizenry, but they should also be afforded opportunity to take advantage of the best our educational system can offer.

The Council has been increasingly persuaded that the nation requires in its varied foreign services not only broadly trained generalists, but also men and women thoroughly educated in the many high specialties of present day international intercourse. The professional talents of economists, agriculturalists, linguists, and scientists of all descriptions—to name but a few—are now indispensable to the effective conduct of the nation's business in its day to day relations with other peoples. Above all, perhaps, the public interest requires the most sophisticated possible education for its overseas servants in the broad range of non-western cultures so long neglected in the education of our people at large.

The Council finds the pending proposal impressive for its recognition that these national needs can best be served through the varied offerings of our existing higher educational institutions in the foreign relations disciplines. More, it sees in this Bill the potential of strengthening the capacity of these institutions across the full range of specialties essential to the competent functioning of our public overseas officers.

With regard to the educational aspects of the Bill, we have, with others, considered various alternatives, such as establishing new and specialized institutions for the purpose. We retain, however, the conviction that the more effective and more economical way is to build upon the educational resources already at hand. Indeed, we would encourage the federal government to conceive of the training of its foreign service in the broadest long-range terms. Public officials in this area should be expected, we believe, to move in and out of our systems of advanced education throughout the span of their professional careers. We should strengthen by every means the capacity of our higher educational institutions to help them do so.

Although I have not studied this problem carefully, Mr. Chairman, I would have some doubts about the wisdom of transferring the Foreign Service Institute to the Board of the proposed new U.S. Foreign Service Corps. There is room, clearly, for broadening and deepening the educational impact of the Institute but I am not convinced this end would be achieved by removing the Institute from the general jurisdiction of the Department of State where it presently enjoys a relatively autonomous status.

In any event this problem does raise a serious question concerning the adequacy of the provisions of Sec. 1212 relating to the professional staff proposed for the Board. While the Council is always reluctant to contemplate the proliferation of federal staff, it does seem to us that the provisions of Sec. 1212 are quite inadequate to the scope of the Board's stated functions. Responsibility for imaginative long-range educational planning, as well as liaison with the academic community and day to day administration, presumably inhere in this staff. We rather doubt that five professionals can adequately supervise and conduct these functions on behalf of the Board, especially if the considerable resources of the Foreign Service Institute are enfolded into the new concept.

We are disposed, also, to suggest the need for some additional flexibility in the programming of appropriations authorized under this measure. While we believe the basic "scholarship" principle is sound, we think that the long-term purposes of the Bill would be distinctly furthered if some portion of the monies authorized could be invested directly in strengthening the institutional resources to be used.

As the Government more and more looks to the universities for a variety of services, the financial strain on those universities becomes increasingly acute. There is, to be sure, a mutuality of interest, but there is a limit to the financial resources institutions can devote to new programs no matter how eager they may be to undertake them. For this reason, we urge that the pattern established by the National Defense Fellowships, the National Science Foundation Fellowships, the National Institutes of Health Fellowships, and other programs, be followed here, and that a cost of education allowance be paid to the institution for each scholar or fellow being trained under the proposed program.

Finally, while it is not appropriate for us to comment at any length on the relation between the numbers of students provided for in this legislation and the trained manpower needs of our foreign operations, it is quite clear that competent educational planning for over 8,000 persons per year will impose a heavy administrative burden. We suggest, therefore, that thought be given to enlarging the representation on the Board from the ranks of higher education or, alternatively, for providing for adequate use of consultants to the Board from the higher educational community.

In summary, the Council registers its support for the purposes of this proposal, particularly as they relate to educational support for foreign affairs, and sees in it the potential for a far-seeing program of professional development in a critical segment of our public operations. We hope that favorable consideration can be given to strengthening it in the particulars we have suggested.

Just one final thought, Mr. Chairman, the American Council recognizes that the proposed legislation addresses important aspects of the administration of foreign affairs beyond the educational—notably the selection process, the manpower needs, and the overall management of the Foreign Service and its institutions. The foregoing comments relate primarily to the educational concern of the proposal which we believe to be so important.

In general, the American Council is quite pleased with your proposal that our government should utilize existing institutions of higher learning for the purpose of preparing American citizens for careers in the Foreign Service. Certainly this is a more effective way of meeting our country's needs in this critical field than the creation of a special Foreign Service Academy as some people have suggested.

Mr. WILCOX. I would like to point out two or three things in connection with my testimony. The American council has long been concerned that the officers in our Government, in the foreign relations field, be given the best preparation and training that the country could muster. Personally, I have had a feeling that the armed services have offered many more opportunities in the educational field than have been available to the Department of State and to some of the civilian agencies of our Government.

The council has consistently sought to develop ways in which the rich resources of the American colleges and universities could best be turned to that purpose. We are already on record, therefore, many times as believing that the Federal Government should develop and support more purposeful programs to that end.

We see in this legislation a recognition of an appropriate public responsibility. That responsibility is to underwrite expertise across a broad range of official U.S. overseas representation, in keeping with the demands of our complex and troubled times.

We believe that the basic scholarship principle involved in this bill is sound and we think that the long-term purposes of the bill would be distinctly furthered if some portion of the moneys authorized could be invested directly in strengthening the institutional resources to be used.

In the future the Government is bound to look more and more to the universities for a variety of services. In this connection I may say that the financial strains on institutions of higher learning are becoming increasingly acute.

We have been looking at our own budget, for example, and I view with some apprehension the years that lie ahead, because of the increased cost of operations and the tendency on the part of the Government to support higher education a little bit less perhaps than it has in the past.

Although there is obviously a mutuality of interest, there is also a limit to the financial resources institutions can devote to new programs, no matter how eager they may be to undertake them.

For this reason, we urge that the pattern established by the National Defense Fellowships, the National Science Foundation Fellowships, the National Institute of Health Fellowships, and other programs be followed here and that a cost of education allowance be paid to the institution for each scholar or fellow being trained under the proposed program.

In summary, Mr. Chairman, the council would like to register its support for the purposes of this proposal, particularly as they relate to educational support for foreign affairs. We hope favorable consideration can be given to strengthening it in the particulars we have suggested in this memorandum.

Just one final thought: the American council recognizes that the proposed legislation addresses important aspects of the administration of foreign affairs beyond the educational, notably the selection process, the manpower needs, and the overall management of the Foreign Service and its institutions.

The foregoing comments relate primarily to the educational concern of the bill which we believe to be so very important. In general

we are quite pleased with your proposal that our Government should utilize existing institutions of higher learning for the purpose of preparing American citizens for careers in the Foreign Service and in the international service generally.

Certainly, in my judgment, this is a much more effective way of meeting our country's needs in this critical field than the creation of a special Foreign Service academy as some people have suggested.

I thank you very much, Mr. Chairman.

Senator PELL. Thank you. Speaking as a representative of the colleges, do you see any problem here concerning students receiving support from the Federal Government? Would this act as a constriction upon the courses they would attend or the professors freedom? Do you see any constrictions arising in the universities from this kind of support for these cadets?

Mr. WILCOX. No; I don't think so. The fact is, the universities need financial support and will continue to need more financial support from the Federal Government.

There is now available money for the proper training and education of people for the Air Force, the Navy, and the Army, and I think appropriate resources should be made available to the universities for the proper training and education of people in this important field of our national life. I certainly would not envisage any attempts on the part of the Government to exercise undue influence over the programs of the colleges and universities as a result of this kind of assistance.

Senator PELL. If one of these young men were involved in a campus demonstration, would there be any difficulty in his particular position over those with the regular NDEA scholarship?

Mr. WILCOX. I don't think they should be treated any differently. Problems could arise, of course. But these are minor compared to the great advantages that might stem from financial assistance of this kind for these purposes. I don't believe that there are any problems that cannot be resolved reasonably on the campus today, if both sides take a fairly reasonable attitude. In most cases now the students of our universities and colleges feel that they are acquiring a channel of communication to the administration.

Therefore, the need for violence and for demonstrations is becoming less great from their point of view, if they have access to the faculty, the deans, and the president, they can present their demands in an orderly way. Then the need for these other methods I think abate somewhat.

Senator PELL. I must say I agree with you. Things seem to be moving in the correct direction. I hope we will study this matter further as we conduct our higher education hearing which will be starting next month.

Senator Dominick?

Senator DOMINICK. I appreciate your support and that of the American Council on Education for the concept of this bill.

It is my understanding that at the present time you are a member of the group that has been appointed to make recommendations on selection of the new Director of the Foreign Service Institute; is that correct?

Mr. WILCOX. That is correct.

Senator DOMINICK. I, as I say, have had the privilege of visiting FSI on several occasions.

I see you have some doubt about the wisdom of transferring FSI from the State Department to an independent board of trustees.

Mr. WILCOX. I thought I should put that caveat in my statement, because I did not want to appear before the committee having been asked by the Under Secretary to serve on the committee to which you referred. I did not want any conflict of interest to present itself. Therefore, I thought I should excuse myself from taking a position on this point.

What I would feel personally, if I had an opportunity to study the matter carefully, and if I were not involved in the deliberations of this other committee, I would not want to say at the moment.

Senator DOMINICK. I think this particular provision of the bill, which I asked the staff to include, certainly does raise some questions. Perhaps these two programs could go on conjunctively and be of assistance in the overall ability to educate people rather than merging one with the other.

Mr. WILCOX. In a sense, I think that is a secondary question, if I may say so, in terms of the total impact of the bill.

Senator DOMINICK. That is the way I feel. But I did think the question ought to be raised.

Mr. WILCOX. I do believe, as the chairman pointed out, that the Foreign Service Institute is doing an increasingly good job and I feel that with the leadership which it may have—this is said without any reflection on previous leadership, which has been very good—that it can expand its activities and develop in further constructive ways.

Senator DOMINICK. I gather from your testimony you feel that this approach, namely, to utilize the existence of the expertise of the existing universities is better than the Foreign Service?

Mr. WILCOX. Yes, Senator. I think it would be unfortunate if another institution were created for the purpose of training and educating foreign service officers when there are so many universities in various parts of our country that have developed very good programs and which can offer a wide variety of professors and talent and programs for this purpose.

I have always felt it is a very good thing to have our foreign service officers recruited from various parts of the country and from various institutions.

Senator DOMINICK. Thank you. That is what I have been urging for a long time.

Mr. Wilcox, the bill presently contains 4-year undergraduate scholarships, as well as graduate scholarships. Some people in our conversations with them have suggested that the undergraduate scholarship be for only 2 years, presumably the last 2 years of their college career.

Would you agree with this, or do you think a 4-year scholarship is better?

Mr. WILCOX. I think there are sound arguments in favor of the 2-year program, particularly if you are thinking in terms of reducing

the total amount involved in the bill. Often, students do not know when they begin their undergraduate work what kind of career they would find most suitable for their talents and interest. It is only when they get to the junior and senior years that they become convinced that they are really interested in international relations or in economics or in some other field.

We have had a program at Hopkins which we call the ABMA program, designed to give young people coming to the university for the first time an opportunity to obtain a master's degree in international relations in a 5-year period, whereas, normally, 6 years are required for the master's degree.

This program has worked quite well, but we find that generally speaking, many students are not quite ready to make up their minds by the time they complete their high school work, whether they want to go into the foreign service or follow some other pursuit.

So I think it would not be at all harmful to the purpose of this bill if you would take the last 2 years rather than all 4 years. I may say I approve of the idea of putting a little more emphasis upon graduate work rather than undergraduate work. My experience in the Department of State suggests that it is very good from the students point of view to have some graduate work on their record if they are going into the foreign service.

In this year's bill, I notice you have increased the number of graduates as compared to undergraduates. That I think is a good amendment.

Senator DOMINICK. If you had your "choosies" do you think it would be better to restrict the undergraduates to the last 2 years and use the funds which would be otherwise involved for the first 2 years for giving training to noncitizen employees who are working overseas?

Mr. WILCOX. I would want to think about that. It might be a very useful thing to do.

Senator DOMINICK. It could become complicated if we had to bring them back to the universities here.

Mr. WILCOX. It could be complicated, I agree. But certainly there are arguments in favor of providing inservice training for not only our citizens in the Foreign Service but those who are performing useful functions for us abroad even though they are not American citizens.

Senator DOMINICK. Under the present terms of the bill, if a Corps member satisfactorily completes a year of specialized study in a foreign country, after his graduate degree, he is to be appointed as a Foreign Service officer without the examination now required by law.

Do you have any views on the merits of this particular provision?

Mr. WILCOX. I think it would be all right, if the standards providing for the selection of officers in the first instance are high enough and the results of the examinations indicate that the individuals concerned have indeed achieved a fairly high level.

I would think this would be an appropriate way to handle the matter. In other words, if the selection in the first instance is sufficiently careful, your suggestion would have merit.

Senator DOMINICK. Mr. Wilcox, are there any other countries that have programs similar to that envisaged in this bill? Specifically, I was wondering whether the school in France—E.N.A.—it seems to me that is more like a foreign service academy.

Mr. WILCOX. I don't know enough, Senator, about the precise relationships between the Government and the students involved at these institutions to be able to answer your question accurately. Of course, as you know, in most of these countries, the Government takes care of most of the expenses relating to the university and the work of the students.

In Europe, for example, tuition is practically nothing at the University of Geneva and at other comparable institutions. I think this is true all over the continent so that the Government does foot the bill in almost all cases.

This is what you are attempting to do in this bill. In addition to that, of course, you are attempting to devise a selection process which will be suitable and workable. I am afraid I don't know enough about the details to answer your question accurately.

Senator DOMINICK. Do you have any ideas or thoughts on the name that we have used, the Foreign Service Corps? It seems to be somewhat misleading in the broad scope of the activities that we are looking at. Sometimes, if you get a good program and put a poor name on it, you can't get it passed. If you get a bad program and put a nice label on it all tied up with a ribbon, you can.

Mr. WILCOX. I can't offhand think of another title that would be more appropriate. It is quite possible that a better one could be devised. Some people may object to the term "Corps" in the sense that it suggest a kind of relationship that is involved let us say in the Naval Academy or the Military Academy and perhaps this isn't the kind of thing they would want to do for the Foreign Service.

I don't have any objection myself to the title.

Senator DOMINICK. In like terms, we make several references in the bill to the field of foreign relations. Do you think we should try to define it or use another term?

Mr. WILCOX. No, Senator. I think if you attempt to define it, you get into difficulty because in framing a definition, if you leave out some fields or areas of study, then presumably they would not be subject to the terms of the bill. I think it would be preferable to leave it broad and permit the board to work out any definitions that might be necessary.

Senator DOMINICK. Thank you, Mr. Wilcox. Your testimony has been very helpful.

Mr. WILCOX. Thank you very much.

Senator PELL. Thank you very much, indeed, Dr. Wilcox.

Our final witness this morning is Prof. Raymond Tanter, Department of Political Science, University of Michigan, Ann Arbor, Mich.

I see you have a prepared statement here. You may proceed as you wish.

**STATEMENT OF PROF. RAYMOND TANTER, DEPARTMENT OF
POLITICAL SCIENCE, UNIVERSITY OF MICHIGAN, ANN ARBOR,
MICH.**

Mr. TANTER. Thank you, Senator. I plan to comment on the prepared statement.

Senator PELL. It will be printed in the record.

(The prepared statement of Mr. Tanter follows:)

PREPARED STATEMENT OF RAYMOND TANTER, ASSOCIATE PROFESSOR, POLITICAL SCIENCE, THE UNIVERSITY OF MICHIGAN, ANN ARBOR, MICH.

I favor the bill to provide a U.S. Foreign Service Corps. The Corps would make use of existing academic institutions, hopefully drawing on educational innovations in the universities. Secondly, the provision of support to prospective foreign affairs personnel should help take the place of decreased NDEA support and the failure of Congress to appropriate funds for the International Education Act.

A Foreign Service Corps could benefit from educational innovations that characterize some university programs but which are relatively lacking within most of the educational institutions that train potential foreign affairs personnel. Educational innovations include program budgeting, the development of formal and empirical theory in the study of world politics and the use of computers in foreign affairs analysis. Program budgeting, the art of relating costs to programs, made quite an impact in the Department of Defense, but it has not had a corresponding impact in the foreign affairs community. Applying program budgeting to foreign affairs requires moving from an area of relative simplicity (defense) to a field that is more complicated (diplomacy). Highly trained systems analysts spent several years in defense institutions such as The Rand Corporation trying to perfect program budgeting and its variants, prior to applying them in the Office of the Secretary of Defense.

There was no comparable preliminary effort to apply program budgeting in the more complex foreign affairs field, and there is only a very modest attempt to use program budgeting in foreign affairs presently. An inadequacy in training and a dislike of methodology characterize Foreign Service Officers (FSO's). A result may be their failure to see the utility and to advocate program budgeting and other management innovations. John Harr concludes that some 65% of the FSO's with M.A. degrees majored in history, political science or international relations (Harr, 1965, p. 15). These three fields generally do not provide the opportunity to acquire the technical skills necessary to use innovations such as program budgeting.

In addition, FSO's generally prefer intuitive over more systematic approaches. A study by Regis Walther concludes that "... the junior FSO is highly verbal and strongly prefers impressionistic as opposed to systematic methods of information processing and ... the value system of the Foreign Service rewards this type of approach" (Walther, 1965, p. 31). In addition to the preference for intuitive methods, the FSO prefers to know something of many fields—to be a generalist rather than a technician. Secretary of State Dean Rusk's remarks to the Foreign Service Association illustrates the stress on general education: "What we need to know is everything there is. What we need to know cannot be accomplished in a man's lifetime. But we need to delve deeply into many fields in order that we as policy-makers can make policy with understanding." (Cited in the *Report of the Committee on Foreign Affairs Personnel*, 1962, p. 47). Although the Rusk remark typifies the approach of the generalist, Rusk does not imply a great role for theory in foreign affairs analysis. A function of theory is too narrow rather than to broaden the range of phenomena needed for explanation.

The lack of a theoretical focus shows up in the State Department's modest attempt to apply program budgeting. Each of the Latin American Missions prepares a Country Analysis and Strategy Paper (CASP) at the beginning of the calendar year. The purpose of the CASP to *describe* the situation in a particular country and to relate that country's situation to specific U.S. interests and objectives. The CASP is weak in *theory* that explains and "hard" analysis. Theories of domestic conflict and development, for example, could provide more parsimonious descriptions and also explanations. Such theories could suggest quantifiable indicators that might be susceptible to U.S. policy manipulation.

Several universities, such as Berkeley, Harvard, Princeton, and Michigan, have scholars who are making great advances in the development of formal and empirical theory in the study of world politics. (Formal theories are useful in conjunction with program budgeting). Formal theories are mathematical statements that yield predictions that can be tested against data. There are formal theories in such areas as alliance and bargaining behavior. Empirical theories emerge from statistical analysis of large bodies of data. The analysis yields pat-

terns in the data. Attached as an appendix is a paper titled "Some Propositions on Political Correlates of Economic and Military Assistance", December, 1969. The propositions illustrate the development of empirical theory regarding the impact of foreign assistance. For example, consider the following proposition: "AID dollars per capita 1953-1961 vary negatively with the total level of civil violence 1961-1963 in the recipient." A series of statements like this one might constitute an empirical theory of conflict behavior.

Program budgeting and theory construction in the study of foreign affairs are two examples of innovations in academic circles from which prospective foreign affairs personnel might benefit. A third innovation in the universities is the use of computers to store, retrieve and analyze foreign affairs data. At the University of Michigan, we are developing a computer-aided system for handling information on foreign affairs. Paying explicit attention to empirical theories of conflict and cooperation in world politics, the computer system will allow a FSO analyst to do a better job. The analyst will be able to anticipate and compare conflicts with prior ones as well as make long-term forecasts of conflict and cooperation patterns in world politics. The FSO, however, needs to be more oriented toward the use of theory, method and data before he can make use of computer systems in general.

The Foreign Service Institute (FSI) has a quarterly course on Computers and Foreign Affairs that makes some progress in introducing computers to the FSO. Coordinated by Mr. John Bowling of the Political Studies section, the course brings leading schools to FSI for a one week seminar on the use of computers in foreign affairs. This course makes a contribution to the skills of *some* mid-career FSO's, but the seminar does not touch the great numbers of traditionally-trained FSO's. A Foreign Service Corps could encourage computer work as a part of the training of prospective FSO's.

There is a greater likelihood of successfully influencing prospective FSO recruits to accept training in program budgeting, theory construction and the use of computers than it is to make an impact on the mid-career FSO's through an expansion of in-house training. Consider the willingness of younger members of the American Foreign Service Association (AFSA) to experiment with new techniques in this regard. Led by Iannon Walker and Charles Bray, the AFSA is pioneering a movement to expand the use of management tools in foreign affairs. The AFSA proposals for reorganization, moreover, deserve very careful consideration: the proposals will have small impact, however, unless there is a revision of the initial training of FSO's. The AFSA proposals compare favorably with the recommendations in the present testimony (cf. AFSA Report, 1968, pp. 157-169). Proposals for an expanded in-house competence for foreign affairs analysis also are interesting. The expanded competence for analysis would be institutionalized more adequately if the FSO's initial training were more adequate (cf. Plating, 1969, pp. 19-30).

Initial training plays a determining role in whether an expanded in-house competence in foreign affairs analysis will produce more adequate results. In addition, organizational factors within the foreign affairs community suggest that the proposed initial training of FSO's may produce positive changes in the bureaucracy. For example, Andrew Scott contends that the State Department does not produce innovative policy because the norms of the dominant subculture at State prescribe organizational accommodation rather than conflict (Scott, 1969, pp. 1-18). The organizational norms within the foreign affairs community may stifle dissent in the process of facilitating accommodation. If the Foreign Service Corps were trained in modern tools for management and analysis, the Corps might become a driving force for fresh ideas. Such ideas might eventually affect the organizational norms that stifle dissent.

Assumptions of this testimony are that the Foreign Service Corps participants should be trained in program budgeting, theory construction in world politics and the use of computers for foreign affairs analysis. Without such training, the Foreign Service Corps would have only a modest impact on the conduct of diplomacy. That is, without the more specialized training, the Corps would produce mirror images of present FSO's.

Originally, I suggest that unique educational innovations in some universities are reasons for prospective foreign affairs personnel to attend these universities. Prior federal funding can take credit for some of these innovations. The government might benefit more from these prior expenditures if better use were made of university training facilities. In other words, the initial investment would yield greater dividends, if there were more systematic use of academic facilities as is envisioned in the Foreign Service Corps bill.

Finally, there is a decrease in the number of NDEA Fellowships available to university students. The NDEA program greatly aided the development of foreign area expertise during the last decade. Training in foreign language, culture and geography helped provide personnel for agencies like AID, USIA and the Peace Corps. The NDEA Fellowships did not facilitate the acquisition of technical skills such as program budgeting; the NDEA's, moreover, did not result in a synthesis of area information with theoretical knowledges stemming from systematic analysis. Nevertheless, the loss of NDEA support may cause an overall decrease in the number of prospective FSO's. Universities also may decrease some of their funds going for educational innovation as a result of declining federal funding for international studies. For example, university supported curricula stressing program budgeting, theory development in world politics and computer analysis of foreign affairs information may suffer with the decline of the federally supported programs. In addition, the failure of Congress to appropriate funds for the International Education Act may signal to universities that they should decrease their own investment in international studies.

In summary, I favor the bill to provide a U.S. Foreign Service Corps, *if the Corps can draw upon educational innovation in universities*. I support the idea of making universities more relevant to the problems of world society; the training of prospective FSO's in universities would help take the place of decreased NDEA support and the absence of funds for the International Education Act.

Harr, J. E. *The Anatomy of the Foreign Service*. . . . New York: Carnegie Endowment For International Peace, 1965.

Platig, E. R. "Foreign Affairs Analysis, Some Thoughts on Expanding Competence," *International Studies Quarterly*, XIII, No. 1 (March, 1969), 19-30.

Scott, A. M. "The Department of State: Formal Organization and Informal Culture," *International Studies Quarterly*, XIII, No. 1 (March, 1969), 1-18.

Walther, Regis. *Orientations and Behavioral Styles of Foreign Service Officers*. New York: Carnegie Endowment For International Peace, 1965.

Report of the Committee on Foreign Affairs Personnel. *Personnel for the New Diplomacy*. New York: Carnegie Endowment For International Peace, 1962.

Report to the American Foreign Service Association. *Toward a Modern Diplomacy*. Washington, D.C., 1968.

MR. TANTER. I am doing research at the University of Michigan devoted to bringing systematic methods to bear on the study of foreign affairs. Specifically, I am interested in the application of computer technology to foreign affairs analysis.

I favor this bill to provide for a Foreign Service Corps. The Corps makes use of existing academic institutions, hopefully drawing upon some of the educational innovations at these institutions. This is the main point in my testimony.

I list three educational innovations from which the Corps might benefit: program budgeting, the development of formal and empirical theory, and the use of computers in foreign affairs analysis.

I use the words "program budgeting" somewhat loosely to identify a whole host of methods that sometimes go under the label of systems analysis. I refer to the art of relating costs to programs and, as you know, this made quite an impact in the Department of Defense. Program budgeting has not had a corresponding impact in the Department of State, however.

Some people argue that moving from Defense to State is a very difficult task; it is not simply going across a river. You are moving from a field of relative simplicity, weapons cost and weapons management in relation to programs, to a field which is much more complicated—the field of diplomacy.

Well, I argue that the highly trained systems analysts who work at places like the Rand Corp. had to deal with quite virgin territory when they first began to apply systems analysis to the programing of weapons systems, and that there should have been an effort to apply

program budgeting and systems analysis in the field of foreign affairs. Had such preliminary effort been done at places like the Rand Corp., then we would have more payoff with respect to applying these more systematic methods to foreign affairs.

There have been several studies of the quality of Foreign Service officers. I will cite a few of these in my testimony. John Harr, for example, shows that some 65 percent of Foreign Service officers have master's degrees having majored in history, political science, or international relations. These are fields that provide the substance of diplomacy but generally do not provide for modern management tools for the handling of diplomacy.

Another study shows that Foreign Service officers generally favor more intuitive over more systematic approaches. A study by Regis Walther concludes that the junior FSO is highly verbal and strongly prefers impressionistic as opposed to systematic methods of information handling.

One of the reasons for this, I suspect, is because the hierarchy in the foreign service community reward intuitive over more systematic approaches. I quote former Secretary of State Dean Rusk in this respect:

What we need to know is everything there is. What we need to know cannot be accomplished in a man's lifetime. But we need to delve deeply into many fields in order that we as policymakers can make policy with understanding.

This is not the way businesses tend to operate. It is not the way that many of the more innovative public policy institutes at universities are training people. But it does seem to typify the dominant culture in the foreign affairs community.

The dominant approach of the foreign affairs community is to be a generalist, to try to know everything possible. I argue that this approach leaves the analyst in a very sad position for managing information because he is swamped with information. The analyst becomes overloaded because he has no theory to guide the processing of information, and he has few techniques for the analysis of such information.

One can look at the country analysis and strategy paper that the senior intergovernmental group writes. This is the group that was formed among the various agencies that handle foreign affairs. These country analysis and strategy papers are weak in theory or the theory is often implicit in the information. They are extremely weak in hard analysis. They try to describe much too much about a country and relate this to the U.S. interest in those countries.

I suggest that if the staff of the senior intergovernmental group were more adequately prepared in formal and empirical theory for the study of world politics, that staff would be more likely to turn out country analysis and strategy papers which are much more fruitful.

Several universities, such as Berkeley, Harvard, Michigan and Princeton have tried to develop integrated programs that draw upon formal theory, program budgeting, and the use of computers in foreign affairs.

I would hope that if there is a Foreign Service Corps, that the bulk of the training would be in these more advanced techniques. I do not think we have a problem with the provision of the more traditional

knowledge in foreign affairs. The Foreign Service officer tends to get this without even wondering about the other methods.

The Foreign Service Institute has a quarterly course in computers in foreign affairs. I have lectured at this course for about 2 years. Few of the mid-career officers have adopted some of the new methods that they learned in these courses.

The Computers and Foreign Affairs course at the Foreign Service Institute, which I consider to be an excellent one, only touches a small proportion of those available as Foreign Service officers. The course does not have any impact at all on the new Foreign Service officer.

Senator DOMINICK. If I might interrupt there, I might say that your system would have been extremely helpful in avoiding the expenditure of funds on the airport at Afghanistan where no airplanes fly into it. If they had placed some input into the computer, they may have discovered there wasn't going to be any air travel there as soon as jets came into existence.

I sympathize with your efforts.

Mr. TANTER. Thank you, sir, for that systems analysis of airport traffic.

My suggestions seem to be in accord with the American Foreign Service Association recommendations. Notice that the leaders of this association, such as Mr. Walker and Mr. Brag, suggest an expanded competence in foreign affairs management and analysis within the State Department.

Similarly, within the Bureau of Intelligence and Research, E. R. Platig, director of external research, has written several excellent papers on an expanded competence for foreign affairs analysis.

I suggest that this expanded competence will not have much of an impact unless the initial Foreign Service officer training is changed.

My last point is that there has been a sharp decrease in the support for National Defense Education Act fellowships. In the present budget of the administration, I gather there is even further decrease in the number of fellowships that are anticipated in the NDEA program. This will, I think, hamper the recruitment of Foreign Service officers, irrespective of this methodological orientation that I am suggesting.

With the Ford Foundation, Carnegie and Rockefeller moving more into domestic areas, I suggest that the loss of NDEA support will be felt very acutely in the recruitment of foreign affairs personnel.

In addition, the failure of Congress to appropriate funds for the International Education Act may spell doom for many universities that emphasize world politics in their training. In particular, I feel this is extremely bad for the more innovative type of training.

The universities that have invested large sums of money in new methods of foreign affairs analysis might begin to decrease their expenditure in this.

I might add that the Agency for International Development has a great need for people trained in program evaluation. They have what is called a project appraisal report, which is a document that evaluates technical assistance projects in less developed countries. There are some 3,000 technical assistance projects that AID manages abroad.

Most of the personnel are adequate in their technical areas like health, nutrition and education. But they are less adequate when it comes down to evaluating the impact that, say, a credit cooperative in West Pakistan has on the overall development of West Pakistan. They are not adequate in evaluating the big picture, in using the systematic methods for program evaluation.

I could give similar example with AID, Peace Corps, and the other foreign affairs agencies.

Thank you.

Senator PELL. Thank you very much.

Your thought of better utilization of the systems approach is one that the State Department, an old line agency, could make good use of. On the other hand, you start out being a little critical of intuition. I think so much of the dealing we have on a face-to-face basis depend a bit on intuition. It is very hard to conduct a negotiation on a systems approach. I think when it comes to what you suggest, in making operating decisions, there is a great deal of room for additional use of this methodology.

Senator Dominick?

Senator DOMINICK. I gather in some areas, Professor Tanter, what you are saying is that the scholarships provided under this bill would give the opportunity for people trained in new methods to enter into Foreign Service, and this would be a shot in the arm for our entire Foreign Service. It is certainly the way I feel.

I have felt for a long period of time that we repeat the mistakes we have made in the past instead of trying to find new methods by which we can separate out those errors from the progress we have made in other areas. The university approach of my bill would be far more palatable in the development of foreign policy for the future. So I am very appreciative of your testimony.

Not all universities are using your approach, obviously. There are a great number of universities who have regular courses in international relations, foreign affairs, economics, agriculture and so on, but the broad scope of this bill, or the opportunity of getting new inputs from each of the university programs would be helpful in developing programs for the future.

Do you feel that way? Am I correct in setting forth your position?

Mr. TANTER. Yes, Senator.

Senator DOMINICK. We talk about, and I asked Mr. Wilcox this, the question of so-called "field of foreign relations" throughout the bill. Do you think we ought to define that term or should we leave it broad, as Mr. Wilcox suggested?

Mr. TANTER. I think I agree with Dean Wilcox, that you should leave the field of foreign affairs as a broad, undefined kind of domain. I think military security affairs, for example, constitute a great bulk of foreign affairs, and that one of the problems is that the State Department officer is not as adequately trained as his military counterpart in these more systematic methods.

The military officers may have inadvertently taken advantage of their systematic training and thus encroached into the traditional domain of foreign affairs analysis. I could cite many examples of this with respect to Vietnam data analysis. But I won't.

Senator DOMINICK. We can't afford to get into a debate on that. We would never finish the hearings.

Professor Tanter, do you feel that the phrase is broad enough to encompass specific training in, for example, agriculture or in communications or in the Federal Aviation Administration where they are going to be working overseas?

Mr. TANTER. I think that students who are going to the great land-grant institutions such as Michigan State and who are going into agriculture abroad, would have considerable opportunities under the Foreign Service Corps legislation.

Senator DOMINICK. You don't think that the term "field of foreign relations" would be so oriented toward foreign policy that it would exclude those people? Certainly it was not intended to do so.

Mr. TANTER. I think the concept of foreign relations has a higher probability of excluding agriculture and environmental pollution personnel, for example, than the field of foreign affairs.

Senator DOMINICK. So if we were going to change the word, you would change the word "relations" to "affairs"?

Mr. TANTER. Yes.

Senator DOMINICK. I am reminded of the story concerning why the House has a committee called the Committee on Foreign Affairs, but the comparable committee in the Senate is called the Foreign Relations Committee. It has been said that Senators may have relations, but they are too old to have affairs.

Have you had a chance to analyze the training programs and the efforts that FSI puts forth in the way of training to determine whether or not your ideas are included?

Mr. TANTER. I have only looked at the computer and foreign affairs course at the Foreign Service Institute extensively. I have sent several students to the language training programs and they have given me positive feedback on them.

It seems to me that the type of methodology that I advocate is quite compatible with the thrust in the computer and foreign affairs course that the Foreign Affairs Institute has inaugurated, but that course does not have a high prestige within the Department of State.

Senator DOMINICK. Can you give us from your experience any estimate of how much we should allow for each scholarship in the Corps? This includes tuition, room, board, et cetera.

Mr. TANTER. At the graduate level, I suspect something like a \$5,000 a year annual figure would be necessary. That might not be the figure that you select. But I think that is about what is necessary. I am not sure of the undergraduate level.

Senator DOMINICK. What do you think about changing scholarships to the junior and senior years for undergraduates as opposed to a 4-year basis?

Mr. TANTER. At first thought, I agreed with Dean Wilcox's position that the students in the first and second years might not be adequately prepared to know what they wanted to do, and it may be best to take them in the third and fourth years.

But I suspect that many students from the poorer communities might not get past the first year, if such change were made in the legislation. It seems to me that one of the congressional intents behind the Foreign Service Corps might be to spread out the type of people

102

that the Foreign Service attracts. I suspect that the number of blacks, the number of Puerto Ricans, and Mexican-Americans would go down tremendously if you applicants in the third and fourth year exclusively.

Senator DOMINICK. Wouldn't it be possible that they would have scholarships in other fields and then decide that this was the field that they wanted to go into the last 2 years?

Mr. TANTER. I doubt that because the domestic scene is growing very rapidly as an area of concentration within the universities, especially among minority students. My wife tells me that while I was studying conflict in Latin America, the city of Washington, D.C., was burning down. She asked me how relevant I felt my foreign area work was. So I am under considerable pressure to switch into the domestic area. Irrespective of race, moreover, many of my colleagues are under similar pressures.

Senator DOMINICK. Thank you. I very much appreciate it. You have been very helpful.

Senator PELL. Thank you very much indeed.

I think this concludes the morning list of witnesses. The committee will recess until 2:30 this afternoon when the first witness will be Dr. John Lumley.

(Whereupon, at 12:15 p.m. the subcommittee recessed, to reconvene at 2:30 p.m. the same day.)

AFTER RECESS

(The subcommittee reconvened at 2:30 p.m., Senator Pell, chairman of the subcommittee, presiding.)

Senator PELL. The Subcommittee on Education will come to order.

Present: Senators Pell and Dominick.

Senate staff present: Stephen J. Wexler, counsel to the subcommittee; Roy H. Millenson, minority counsel to the subcommittee; and Richard J. Spelts, legislative assistant to Senator Dominick.

Senator PELL. I believe there is a witness here substituting for Dr. Lumley on behalf of the National Education Association.

Will she come forward?

STATEMENT OF MRS. MARY CONDON GEREAU, LEGISLATIVE CONSULTANT, NATIONAL EDUCATION ASSOCIATION, ON BEHALF OF DR. JOHN M. LUMLEY, ASSISTANT EXECUTIVE SECRETARY, LEGISLATION AND FEDERAL RELATIONS, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

Mrs. GEREAU. Thank you, Senator.

My name is Mary Condon Gereau, and I am substituting for Dr. Lumley, who was going to substitute for our president, George Fischer. We are now down to the third level.

Senator PELL. You have a very brief statement. If you want to read it, that will be fine.

Mrs. GEREAU. It may be simpler if I read it, Senator. I don't think I can brief it much more.

Senator PELL. I wish all statements were like this.

Mrs. GEREAU. I have been doing this for some years.

I could say perhaps before we start that I think one reason I got this very pleasant duty is that I have been working with the overseas teachers who are members of our association, and I have been in many foreign countries over a period of time.

In fact, I lived abroad for 2 years, so I have met people who worked for the Foreign Service and for the American Government in other countries.

I think it was because of my personal interest in this that this was given to me in the structure of our organization.

Mr. Chairman, and members of the subcommittee, the National Education Association supports S. 939 which will establish the U.S. Foreign Service Corps.

We wish to commend the chief sponsor of this legislation for his persistent concern for improving the educational opportunity for young people who will be following careers in foreign service for the Government of the United States.

S. 939 does not establish a foreign service academy but rather, and wisely, provides for the use of existing programs in the field of foreign relations offered in many institutions of higher learning throughout the country.

The method of nominating and selecting persons to participate in the Foreign Service Corps is fair as well as competitive.

Perhaps the author might wish to include Guam along with the Virgin Islands and the Canal Zone as an area from which participants may be nominated. It occurs to us that the national interest in the Pacific area might benefit from such inclusion.

We also suggest that consideration be given to providing a sum based on a per student cost to the institution for the administrative costs involved in processing the students' enrollments, and so forth. A precedent for this is the GI bills. This fee, we suggest, should be not in excess of 90 percent of the actual cost of such service.

The Administrative provided for in the bill will pay the tuition and fees of the students selected. The \$15 million authorized for the first year would support 5,000 students at \$3,000 per student.

If all were single persons entitled to \$200 per month stipend, this would leave only \$1,000 for tuition and fees (beyond the \$2,000 subsistence for 10 months).

It is reasonable to assume, especially at the graduate level, that a fair percentage of the students will be married with dependents.

We believe, therefore, that the authorization figures are not totally realistic. Tuition in institutions of higher learning which have good foreign relations programs tends to be high.

We believe this part of S. 939 should be carefully reviewed. Either the number of students should be reduced, or the authorization and appropriation substantially increased to cover tuition and fees as well as subsistence. We prefer the latter alternative.

Again, we commend the chief sponsor of S. 939 for his genuine concern for improving the expertise of those who serve the U.S. Government in the area of foreign relations. The NEA Committee on International Relations joins in this statement of support.

We as a profession are concerned that the image of the "Ugly American" be abolished. While recognizing that those presently serving the Government in foreign assignments are on the whole fine, dedi-

cated people, we are also aware that there is need for improvement here as in all phases of our society.

We believe that the provision in S. 939 for supplementary training in languages for the families of potential and currently employed Foreign Service personnel is a particularly fine feature of the bill.

The spouse and children of the Foreign Service employee have much to offer—and much to gain—in the field of international relations.

We urge the committee to approve S. 939, with consideration to our comments in this testimony, and we will continue to give this measure our active support.

Senator PELL. It is a statement of clear-cut support. We appreciate knowing your views. I will turn any questions over to Senator Dominick.

Senator DOMINICK. Thank you, Mrs. Gereau. Along with the chairman, I appreciate your succinctness and certainly appreciate your support. This will be very helpful.

I might say that the omission of Guam was just an oversight.

Mrs. GEREAU. We always look out for Guam.

Senator DOMINICK. I think you are totally right. I know the significance of our involvement in Asian affairs.

Your analysis of \$15 million for the authorization for the first year is my next question.

My own thought was that in the first year you obviously will have only a few students. It will take several years to gear up, to work the bugs out of the selection and examination procedures, and to reach a full 4-year undergraduate program.

There will be other things too so this will be a gradual and growing procedure as I see it now.

I would like to ask you about the interest that NEA has in international relations. Is this something fairly new?

Mrs. GEREAU. No, sir.

Senator DOMINICK. International education is what I refer to.

Mrs. GEREAU. It has gone on for some time but it has not, shall we say, been the most advisable activity of our organization. We have had a committee on international relations for as long as I can remember.

I would say 15 years, at least. In fact, former Commissioner of Education Frank Keppel, was at one time chairman of that committee.

Their concern is largely related to the improving of teaching international understanding in the schools. They have produced some rather widely used materials for teachers in how to develop good understanding of international affairs and international relations on the part, particularly, of elementary, junior, and senior high school people.

We have not been, I would say, visibly active in the field of higher education which is what, of course, your bill is related.

We, of course, are interested in the welfare of the children of American citizens who are attending schools abroad. There are 175,000 or something like that in the Department of Defense schools, but there are another 35,000 to 40,000 in other schools around the world who are the children of American personnel. We are interested in them.

Senator DOMINICK. What was your role overseas?

Mrs. GEREAU. I lived in India for 2 years during World War II. I

served with the American Red Cross in the CBI theatre. We have discussed that before.

Senator DOMINICK. Yes, we have.

Mrs. GEREAU. We were China-Burma-India commandoes, I guess.

The other activity was as a consultant to the House Labor and Education Committee, the subcommittee that has toured the overseas schools and helped with the Department of Defense situation.

Senator DOMINICK. During that experience, did you have an opportunity to personally observe whether or not the wives and families of American citizens employed overseas had the opportunity of learning about the culture and to get real training in it, the language, anything of this kind?

Mrs. GEREAU. Yes, sir. I would have to say I am speaking now personally and not representing the policies of the NEA.

Yes; particularly the second time I went with the subcommittee. I went to Latin America. There we did not have much to do with the Department of Defense operations, because they have very few installations as such.

So we worked almost exclusively with those schools which are called American International Schools, and to which the children of American personnel stationed in various branches of the Government are concerned.

It is my own personal opinion that many of the people who go abroad isolate themselves from the communities in which they are serving. They have their own little ghetto, almost.

Senator DOMINICK. I have just an observation to relate from the wife of a Foreign Service officer who was stationed in Greece. She was told, apparently, at least by implication, that the wives of people in the Embassy there were not expected and were not encouraged to mingle with people who were in Athens at that time, or in the neighboring areas. They were discouraged from learning Greek.

This was most annoying to a number of them who had friends and who would like to participate in another community other than this American ghetto, as you put it.

I think the opportunity afforded by this bill would provide some training of this kind and would be helpful. That is why I wanted to get your viewpoint.

Mrs. GEREAU. Sir, I personally think it would be, too. As we said in the statement, a particularly good feature of the bill is the involvement of the spouse and the children of the American who is going into Foreign Service, in learning languages and becoming more aware of the role they can play to really conduct the most informal and, therefore, perhaps, the best of good international relations.

Senator DOMINICK. I sincerely appreciate your statement.

Senator PELL. Thank you very much.

The Chair will have to recess the committee. There is a rollcall vote going on.

(Whereupon, a brief recess was taken.)

Senator PELL. The subcommittee will come to order.

Our next witness is our good and faithful Dr. Knoll, dean of faculty, the Monterey Institute of Foreign Studies, Monterey, Calif.

**STATEMENT OF DR. SAMSON B. KNOLL, DEAN OF FACULTY, THE
MONTEREY INSTITUTE OF FOREIGN STUDIES, MONTEREY, CALIF.**

Mr. KNOLL. Thank you, Mr. Chairman.

I understand that my prepared statement will be part of the record, and I will therefore add some thoughts, not only on what I have prepared, but since I did not start the proceedings this morning I might comment on some of the earlier comments that were given.

Senator PELL. That will be helpful. Your statement will be inserted into the record at this point.

(The prepared statement of Dr. Knoll follows:)

**PREPARED STATEMENT OF DR. SAMSON B. KNOLL, DEAN OF THE FACULTY, THE
MONTEREY INSTITUTE OF FOREIGN STUDIES**

Mr. Chairman, distinguished members of this committee, first of all, I wish to express my gratitude for being invited to testify in behalf of legislation which I believe vital to the interests of our country. I have followed its course with keen concern, ever since Senator Murphy of California drew my attention to it, and since I had occasion, a year and a half ago, to discuss it personally with its author, Senator Dominick of Colorado.

I appear before you both as a private citizen concerned with the conduct of the affairs of his country and as Dean of the Faculty of the Monterey Institute of Foreign Studies, a small, independent college and graduate school, whose basic purpose is to train its students for professions which demand an understanding of other nations, their cultures and their institutions, their politics and their points of view. We are proud that several of our graduates have been accepted in the Foreign Service of this country, one of whom recently was appointed a career Foreign Service Officer, and that in this way we can make a small contribution to meeting one of the most pressing needs facing this nation.

Our interest in the Foreign Service has emphatically deepened since one of this country's leading diplomats became President of our Institute, the Honorable Fulton Freeman, whose thirty-year career spanned missions in China, Europe, and Latin America, where he was United States Ambassador to Colombia and, most recently, to Mexico. The remarks I am privileged to present to you embody his ideas on the proposed legislation and thus receive an authority which otherwise might be deemed lacking. Ambassador Freeman's views were particularly helpful to me since his experiences as a former student of the Foreign Service Institute of the Department of State have made him keenly aware, both of the vital contribution which that Institute has made in the in-service training of Foreign Service Officers and of the contributions which can—and in his opinion must—be made by colleges and universities throughout the nation, which are prepared to offer the type of curriculum envisioned by S. 939. He is, in fact, convinced that diversity in training at different institutions of higher learning is vital to the creation of an effective and viable corps of Foreign Service Officers.

Increasingly since the end of World War I, but spectacularly so since World War II, the United States has assumed a role of world leadership unprecedented in history. As Senator Dominick in his introductory passages to S. 939 so cogently implies, this is an irreversible process which has created, and will continue to create a steadily increasing demand for personnel trained to meet the international obligations of our country on all levels of decision making. Yet, the number of institutions of higher learning offering specialized programs to prepare students for careers in foreign service is relatively small. What is perhaps more important, the assistance which they can give to students wishing to pursue these careers is severely limited, since grants and contributions, upon which most specialized academic programs depend, normally go to the more spectacular—and fashionable—disciplines, mostly to the sciences. It is no exaggeration that academic offerings leading to the training of potential foreign service officers have been stepchildren, both in obtaining Federal support and in obtaining support from private or corporate donors.

S. 939 proposes to change this and to bring to the preparation of Foreign Service Officers long needed support. But S. 939 proposes to do more than that. Clearly

one of the most urgent needs in the successful execution of diplomatic affairs is the availability of personnel whose professional outlook from the outset of their college education has been oriented to preparing them for the important tasks and challenges they will have to meet, once they have started their career. Every profession demands that training pertinent to its special concerns begin in college at the earliest possible moment. Yet no such requirement is made of those who are destined to work in one of the most vital and most sensitive operations of government in today's ever shrinking world.

Some 160 years ago, the Prussian strategist, von Clausewitz, wrote in his famous book, *On War*: "War is the continuation of diplomacy by other means," a phrase which has become a by-word in textbooks on political science. It is accepted without question that the armed forces of this country, as in other nations, each have their own undergraduate and graduate institutions so that the training of a professional officers corps may begin early, when young minds are fresh and can best be oriented toward that special awareness which is part and parcel of every profession concerned with the activities of men. Yet our Foreign Service has depended largely upon in-service training designed to enable the Foreign Service Officer after his appointment to cope with some measure of effectiveness with the many problems confronting him in a particular assignment. Surely diplomacy, the parent of relations between nations (if we accept von Clausewitz), can and should do no less than those services of government whose task is the implementation of foreign political decisions in time of crisis. The Foreign Service above all must be able to draw its personnel from as broad a number of educational institutions as possible, offering a diversity of training programs designed to meet the ever growing diversity and complexity of problems which our nation must face throughout the globe. More important, perhaps, the creation of a Foreign Service Corps which early trains its student members to understand, and to respond to, other nations and their attitudes, can become an invaluable proving ground for future Foreign Service Officers who must ever be the vanguard in our quest for peace. The provision for field training and Government service of student members (Section 1209) holds real promise in this respect.

For the reasons adduced here, Ambassador Freeman and I, personally as well as in our capacities as representatives of the Monterey Institute of Foreign Studies, wish to express our wholehearted support for S. 939 and urge this committee to recommend its passage.

We feel that S. 939, by providing financial support for those wishing to enter the Foreign Service of our country, will also provide a powerful incentive to young men and women of this nation to enter this vital career. Experience has shown that such incentive is needed and effective, whenever pressing manpower needs have moved the Congress to adopt legislation providing for such support. (The outstanding successes of the several parts of the National Defense Education Act are a case in point.)

We also believe that support for dependents of student members of the proposed Foreign Service Corps will not only benefit the individual student member but eventually the Foreign Service, for which he is destined. In fact, we welcome particularly Section 1205(b)(3), which makes it possible for husbands and wives to enroll in the Foreign Service Corps. It has been demonstrated beyond doubt that the wives of those charged with representing their country—or a private organization—abroad fulfill a vital function in the success of their husbands' mission. If I may refer to our own experience: In our Training for Service Abroad programs (T.S.A.), which we instituted to provide intensive language and area study for personnel from private corporations and organizations with interests abroad, we specifically recommend that wives, and even children, be enrolled, because of the important part which the entire family plays in the life of the representative stationed abroad.

Our only concern in the selection of candidates for the projected Foreign Service Corps is that every effort be made to avoid political considerations. On all levels of selection, from the President to State and Territorial Governors, it would be our hope that scores on competitive examinations and screening for general aptitude for assignments in foreign countries be the sole criteria for selection.

We also should like to recommend to Senator Dominick, as author of this bill, and to the members of this committee that they consider the possibility of including in this bill a provision for the institutional support of colleges prepared to cooperate with the future Foreign Service Corps, similar to the institutional

support now available under some titles of the National Defense Education Act. Maximum diversity of training, which is one of the important objectives of S. 939, will be difficult to achieve without it. It is particularly the small, independent college like ours, eager and able to participate in training students of the proposed Foreign Service Corps, which will be hard put to hold its own in competition with the larger colleges and universities. Yet, the small independent college has traditionally played an important role in educating our nation's leaders. In these days of the multiversity, when the impersonality of mass education prevents that meaningful exchange of ideas between teacher and student without which education must ever remain incomplete, the part which the small independent college can play is more vital than ever. Yet it is the institution hardest hit by the financial crisis confronting the nation's schools today. A provision for institutional support could be decisive in enabling colleges like ours to participate in the training envisioned by this bill.

As stated earlier, Ambassador Freeman is a graduate of several courses offered by the Foreign Service Institute of the Department of State, and he deeply appreciates its outstanding accomplishments. In his behalf, I should therefore like to convey to you his conviction that the Foreign Service Institute be continued, and that the establishment of a Foreign Service Corps should complement and enhance its capabilities. The Foreign Service Institute in his opinion will remain an important in-service training center, particularly for Foreign Service Officers on reassignment. Its faculty can give invaluable assistance to educational institutions participating in training the proposed Foreign Service Corps, and its vast arsenal of materials can complement the collections which each participating institution must establish.

Finally, I should like to speak not as one professionally engaged in training students for foreign service, but as a teacher with thirty-five years of experience in colleges and universities, both in the home state of Senator Dominick, and in California. As an educator, I see one of the most vital aspects of the proposed bill in the provision that the training of future Foreign Service Officers be supported in educational institutions throughout our country. This will prevent rigidity and formality which always threaten training for a specific purpose. Enabling the student members of the projected Foreign Service Corps to take their training at institutions of their choice (which, of course, must qualify), will ever bring fresh ideas and fresh approaches to the study, and thereby to the conduct of foreign affairs. More than that, it will help to impart to these students that closeness to the many-faceted attitudes in our nation, that understanding of our own people, which is indispensable to the understanding of other nations and their attitudes. For the Foreign Service Officer cannot understand the people to whom he is assigned unless he first has learned to understand his own. The proposed legislation, by bringing future officers of the Foreign Service to different campuses in many parts of our country, will be instrumental in maintaining that closeness and that understanding which overspecialization in a government operated training institute might well jeopardize. A democratic nation cannot, and must not, allow this to happen.

Mr. Chairman, on behalf of Ambassador Freeman and the Faculty of the Monterey Institute of Foreign Studies, I wish to convey to you and to the distinguished members of this Committee our unqualified support for S. 939.

I thank you again for giving me this chance to testify before you, and I stand ready to answer to the best of my abilities any questions you or your distinguished colleagues might have.

Mr. KNOLL. It has been suggested to me that I say perhaps a little more by way of introduction about the institute I represent. I do so very gladly. Part of it is in the record.

May I just state here that we are a fairly new, independent, and small college. We were founded in 1955. We were accredited in 1961. I joined the institute in 1962. We are devoted to the broadest range of foreign studies, and we are, therefore, very much interested in the bill that was introduced by Senator Dominick.

As a matter of fact, my personal interest in the bill goes back some 2 years when Senator Murphy, of my home State, drew my attention to it, and a year and a half ago I had an occasion to discuss it here in Washington with Senator Dominick.

My own interest in foreign affairs goes back a long time. It goes back to my beginning as a student—I am a historian by profession. It became much more pronounced in the 1930's, when, in 1935, I came to Senator Dominick's home State and started my teaching career at the University of Colorado for 2 years, followed by 1 year at the State college at Greeley.

Since I came from Europe, and everybody who comes from Europe presumably is an expert in foreign affairs, I was at the tender age of 23 put on the speech circuit in more towns in Colorado than I can remember.

I remember the agony that I had in trying to awaken in the people to whom I spoke a real concern for foreign affairs. This, by the way, not only was true of the adults whom I talked to; it was unfortunately also true of many of the students.

It was very difficult to convince, in those years, students or teachers, or the public at large, of the necessity for doing something in our foreign relations in order to prevent another world war from breaking out.

It took another war and its aftermath to change the public apathy, and to change the attitude of the students.

While I regret many of the excesses that have occurred on the campuses of our country, I think there is one good thing: At least, they are no longer interested in swallowing goldfish or in pantie raids as they were in the days of our youth.

I might parenthetically add here something concerning the remark you, Mr. Chairman, made about what to do if demonstrators should enroll in the Foreign Service Corps, or Foreign Service Corps students should become demonstrators. I don't think they will.

One of the major concerns that students have these days, it seems to me, is the question of peace. A Foreign Service Corps, almost by definition, would be a very potent force for peace.

I think this would obviate, almost totally, any possibility of this kind of demonstration. My own institute is a case in point.

We have had none of that at all. Partly, of course, that is due to the fact that we are and will remain small and, therefore, we can always talk to our students.

I have a further series of events in my own career that sharpened my interest in the foreign affairs of this country. That is that during the war I was a member, and I might say a rather proud member, of the psychological warfare combat team of the 1st Army out in the field. The "Ugly American" did not only exist in the Foreign Service—and, incidentally, my president, Ambassador Freeman, prefers the words "The Oblivious American," which I think is perhaps better—but there certainly was the "ugly psychological warrior," the person who had no training, no empathy for the person whom he was supposed to propagandize.

I think one of the essential links between psychological warfare and diplomacy is, perhaps, the subtle form of propaganda that both imply.

So for many reasons I am interested in the bill personally and, of course, I am also interested in the bill as a representative of my institute.

Our institutional interest in the Foreign Service was, quite naturally, greatly enhanced when Ambassador Freeman became our president.

almost exactly a year ago. I am sure that you are aware of his career. He is one of the country's leading career diplomats who in the 30 years he spent in the Foreign Service saw service in China, in Europe, and in Latin America. He was most recently Ambassador to Mexico.

Ambassador Freeman was our unanimous choice for president more than 2 years ago and finally was able to join us a year ago.

While we have not officially, as we could not, established any direct ties to the Department of State, our unofficial contacts have undoubtedly improved, and our orientation is much more clearly directed toward Foreign Service than it has ever been before.

In fact, for the last 2 years we have had graduates who have applied for positions in the Foreign Service, and those who have applied have been accepted. One was just made a career Foreign Service officer and we are very proud of that.

There are a number of reasons why Ambassador Freeman and I personally, and as representatives of our institute, are wholeheartedly in favor of the bill. Perhaps, No. 1 should be that it does create the awareness of which one of the witnesses spoke this morning, that it will help to increase the awareness of the public at large of the importance of the Foreign Service to our country these days.

But there are two principal reasons why we are in favor of this bill.

First, that it proposes to begin the special training of future Foreign Service officers early. Again, by Foreign Service, I would understand as broad a definition as possible.

We use the term "training for service abroad" for one part of our curriculum which might be a good way to encompass all the various aspects of serving one's country or a private corporation abroad.

The second principle in the bill which we support is that in addition to beginning specialized training early, it proposes to support the student who engages in it financially.

Both, we feel, are really indispensable. There is no reason why the Foreign Service, which has become more and more important in our day, should be a stepchild behind other professions; why the armed services should start the training of their officer corps early in college, and as important a branch as the Foreign Service in all its ramifications should not.

With regard to the financial support, we feel that this is of utmost importance, particularly in our days when the cost of education, both to the student and to the institution, has skyrocketed and continues to skyrocket, and also in view of the fact that it has been shown in the success of various parts of the National Defense Education Act that financial support for study is a very important incentive in attracting students to areas of governmental and private activity where manpower is needed.

We welcome very much the provision in the bill which provides support for dependents. We think this is absolutely crucial.

I could tell you any number of instances, both from personal experience and from events that Ambassador Freeman has told me, which prove that the wife and, incidentally, in our opinion also the children, of the American representative abroad, play a vital role in the success of the mission, whatever that mission may be.

Ambassador Freeman's wife, Mrs. Freeman, made it a point, wherever her husband went and she accompanied him, to learn the

language of the country and to engage in social activities and social welfare activities.

He has in his house in the Carmel Valley a screen with at least 20 testimonials; I would judge one-third of them testimonials to Mrs. Freeman, by grateful Colombians and Mexicans for what she has done.

With respect to the children, may I indulge in one story told me by a top executive of Arthur Andersen Co., the famous accounting firm.

They sent a young couple to Belgium, including their children. The two children went to a Belgium high school. After 2 years they graduated from that high school as the best students in that school, competing with the Belgian children.

You couldn't find better ambassadors for American education and America than those two children.

So we are very strongly in support of the provision which gives dependency allowance and which also makes it possible for husbands and wives to take this training together. In fact, in our own training program which we have instituted largely for the private sector, which we call "Training for Service Abroad," we recommend that wives and children take the training along with the husbands.

So far we have had, I think, only three bachelors. We are quite convinced that what this morning was characterized as "post training" is not sufficient.

The third reason why we are wholeheartedly in favor of the law is that it provides that this training be given at colleges and universities throughout the country.

Ambassador Freeman believes that this is absolutely vital. He is very much in favor of that section of the bill which disclaims the establishment of a Foreign Service academy, though he, himself, has taken many courses in the Foreign Service Institute.

He is very much aware of the work that it can do and of its accomplishments, but he is also very much aware that the training that is given at schools throughout the country, where you have a constant influx of new ideas and a fresh approach to the training in foreign relations, or to the training of a future Foreign Service officer, that such diversified training eventually will benefit the Foreign Service.

Senator DOMINICK. May I interrupt at that point?

Mr. KNOLL. Yes.

Senator DOMINICK. Do you think that the Foreign Service Institute should probably stay as it now is formulated and not be put under the same Board of Trustees as the U.S. Foreign Service Corps?

Mr. KNOLL. I think that would be Ambassador Freeman's opinion. He believes very much that one of the important functions that the Foreign Service Institute can render is, of course, to provide inservice training, since it is doubtful, at least for a while, that all of the future Foreign Service officers will have gone through the Foreign Service Corps. Also, there is the problem of training for reassignments.

For instance, he has taken reassignment training when he was transferred, let us say, from China to another country. He would be in favor of leaving that intact and having the Foreign Service Corps provide the basic professional training.

Incidentally, on the name of the Corps, if it is true that some people will object to it because "Corps" gives the idea of rigidity, it could

be Foreign Service fellows, Foreign Service fellowships, or something along that line, which might avoid that impression.

Senator DOMINICK. Foreign Service talent search.

Mr. KNOLL. That brings up a point to which I will allude later.

Anyhow, he would be very much in disfavor of creating one Foreign Service Academy with institutionalized vested interests. Related to this, is, in my opinion, the need to give the greatest possible latitude to the curriculum provided by the participating colleges and universities.

I think this is an absolute must if freshness of approach is to be a constant factor in such training, and I believe, therefore, that the Board of Trustees which is to be established should provide guidelines, but no definite curriculum.

The Board of Trustees should encourage experimentation in teaching as long as the basic guidelines are observed.

I would think that the Board of Trustees would give very serious consideration to appointing either to the Board or to a committee charged with working out the guidelines for the several curriculum, career diplomats of proven worth and experience, because they are the ones who have been out in the field, who can do a great deal to assist the colleges in working out acceptable curriculum.

The Department of State has, of course, its diplomats in residents, and perhaps on a systematic basis that could be incorporated into the proposed Foreign Service Corps.

A point that we stress, which we hope Senator Dominick as the author of the bill, and this committee, will consider, is institutional support.

Obviously, I am speaking here, with a certain amount of self-interest, but hopefully of enlightened self-interest.

Unless some institutional support is provided, as is done under some titles of the National Defense Education Act, the small, independent college, such as ours, would almost be put out of competition.

We feel that the small, independent college has played and will continue to play an absolutely vital role in training this country's leaders.

We, for instance, will not grow, I think, beyond 500 or 700 students. We don't believe that true excellence and training can be provided at today's multiversities.

Since, as was pointed out this morning, foundations are turning more and more to the domestic scene, these training programs must, some way or another, find the necessary funds: I think Federal institutional support will be very vital.

May I address myself to a point raised this morning, perhaps anticipating questions that Senator Dominick might have. That is the question: Should the financial assistance be provided for 4 or 2 years?

I should suggest the greatest possible flexibility, not only in view of what was said this morning, that providing support only for 2 years might, of course, disadvantage the disadvantaged more than they are already, but also that while it is true that so many of our students really do not know before their junior year where they want to go, there are significant exceptions.

I also believe that the success of the advanced placement program in

our high schools has given a number of students now a better professional outlook at the end of their high school career than 30 years ago or 35 years ago when I started teaching in this country.

So flexibility, I think, would be what we would advocate in the question of financing for 2 or 4 years.

Senator DOMINICK. In other words, leave this open so that if a youngster decided that this was his future, whether it be in agriculture, economics, or in foreign service as such, he would have the opportunity, then, of getting a scholarship to go all the way through?

If he didn't have that, he might shift into another field where he had no economic support.

Mr. KNOLL. That is correct.

Senator DOMINICK. I think that is a good thought.

Mr. KNOLL. While I therefore agree, at least in part, with a previous witness, Dr. Tanter, I am not sure that I agree with the suggestion he made this morning that the bulk of the training be in the more advanced techniques.

I like to think that we who are historians are by definition humanists. Some people think we are social scientists, but I don't.

I do have a certain amount of fear of the machine, but this is not decisive. I think what the chairman brought out this morning is much more important. There are many situations in the face-to-face contact where the computer is not going to be any help.

You will have to decide them on the basis of intuition. You have to decide them on the basis of having a certain amount of flexibility in your movements, and in that none of the advanced techniques can help us.

Whether or not there is a way of training somebody's intuition I will have to leave to the psychologist.

I have two more points. One is that in selecting the educators that are to be appointed to the Board of Trustees, we should hope that there will be a great latitude. We hope that they will not be chosen solely on the basis of having the most publications or being the most famous names. We hope that considerable attention will be given to those who are teachers and thus can best impart this important knowledge to their students.

I have already discussed the point raised by the chairman about demonstrations. Therefore, this could be the end of my formal testimony and I will be ready to answer my questions you might have.

Senator PELL. One concern that I have is the thought that the Foreign Service should be drawn from as broad a spectrum as possible.

I would be worried that there would be sort of an elite corps within those working for the Government abroad made up of those who went to the Corps. As in the Navy, if you went to Annapolis you wear a ring, and somehow or another you notice all the admirals wear that ring.

I would be worried that somehow or other that those who get to the top of the Foreign Service ladder after a period of time will have to have started off in this Corps, which would mean we would lose a good many people.

What would be your view about that?

Mr. KNOLL. Our view would be that the fact that the Service Corps is to be trained at colleges throughout the country would obviate that at least to the greatest extent possible.

This is, of course, one of the objections that Ambassador Freeman has to a Foreign Service academy.

There is the question of the selection process, perhaps, which would be very much more important in this respect. We should hope that the sole criterion for selection is aptitude, and not only the passing of certain examinations, but some form of test which can show whether the candidate has the means of acquiring that kind of knowledge that will enable him to move, and that kind of empathy that can enable him to move, among other people. This can be done.

We are doing it in a very minor way in our T.S.A. program where Ambassador Freeman, with his experience, writes confidential reports to the employer, stating whether or not he thinks the candidate is capable of succeeding in his assignment.

So I think that would be the best safeguard against creating an elite.

Senator PELL. Thank you.

Senator Dominick.

Senator DOMINICK. I was concerned for many years about the tendency to have an elite group, with the emphasis on many of the Ivy League schools.

I can say this because I am an Ivy League graduate and so is the chairman.

I did some analysis of this over a period of time and it looks now as if there is a broader representation.

Drawing these people from diverse universities with different methods of training and throughout the Nation would further dilute any influence of that kind which might be present at the present time.

Would you think this is true?

Mr. KNOLL. Yes; I certainly would.

By the way, I fully agree with you. I not only started out in Colorado, but I volunteered for the mountain troops, although I was pulled out early then and went overseas.

I remember my first encounter with one of my fellow recruits who was from Yale, and who was very surprised when I, with my background—I had started at the University of Berlin, had gone to the Sorbonne, and then studied in England—when I told him that there wasn't anything that Yale could teach me that I couldn't get at Colorado University.

Personally, I don't believe that the elites in terms of learning really exist. The illusion may exist.

Secondly, the greatest diversity would make that impossible.

Senator DOMINICK. Have any Government agencies been contracting with your institution for training purposes?

Mr. KNOLL. Not on any formal basis yet, although we have had one inquiry from the Department of Commerce.

As I indicated, the Foreign Service has taken our graduates. Apparently they do very well. But no formal contracts exist of that nature yet.

Senator DOMINICK. What do you think in your judgment is the relative balance insofar as need is concerned between scholarship aid for this purpose and perhaps direct assistance to colleges and universities conducting a program?

Mr. KNOLL. It would be hard for me to give you any exact proportion there. I think both of them are necessary. Both should probably be based on need.

In other words, on the availability of resources to the college. And on the need of the students for fellowships. I don't know whether it is possible to draft a law which provides that anybody whose parents are above a certain income level may be accepted into the Corps but would have to pay his own tuition.

I don't know whether that would be possible. But the element of need should, I think, be given consideration. I wouldn't be able to give any proportion, however.

Senator DOMINICK. One of your basic principles in support of this bill is the fact that you think the people should take preemployment experience and training as opposed to postemployment experience and training?

Mr. KNOLL. Decidedly, not only in my own view but in the view of Ambassador Freeman. I can tell you some hair-raising stories which he has related, and some which I experienced in the war in psychological warfare, which would prove that.

Senator DOMINICK. Your acquaintance with Colorado is certainly refreshing as far as I am concerned. I have found that people by and large in the State at this point are extremely interested in foreign affairs.

I suppose it is because of the tremendous level of experience that people received in World War II and in all the crises we have had since then, Korea, Vietnam; people who served in Europe and so on.

They are very aware at this point, I think, of the problems we have. I congratulate you on your work in alerting people, and I sincerely appreciate your support of the bill.

Mr. KNOLL. Thank you, sir.

Senator PELL. Thank you very much.

Our next witness is Mr. Parker Hart.

STATEMENT OF AMBASSADOR PARKER HART, PRESIDENT, MIDDLE EAST INSTITUTE, WASHINGTON, D.C., FORMER DIRECTOR, FOREIGN SERVICE INSTITUTE

Senator PELL. I gather you have no prepared text, but you wish to comment for a few moments on the bill proposed.

Mr. HART. Yes, Senator. I have no prepared text because there was not sufficient time.

Senator, I have looked at this bill once before, and looking at it again in the last couple of days I find there perhaps have been a few minor changes since the earlier text which I saw sometime ago, but I am not 100 percent certain since I am not able to make a direct comparison.

Now I am out of the Government but I do have some ideas with respect to this bill. I would like to start by saying that, in general, I support the bill, particularly because the Foreign Service does not have, at the present time, a real constituency in the United States.

The Foreign Service has come a long way in the 31½ years I spent in it from very small beginnings, but I feel that it needs to extend its roots more consciously into our educational system than it has ever done in the past.

As I believe Senator Dominick just pointed out, research has developed that it is no longer an Ivy League-fed institution. That is certainly the case.

In fact, I believe the largest single State contributing Foreign Service personnel is California, at least at the officer level.

The fact is that it has been a question of taking what we could get, that come before the board of examiners for many years, without any particular, conscious effort that I am aware of to feed back into our higher educational institutions criteria which they could use to educate candidates for the Foreign Service.

We let the institutions judge for themselves whether they were interested enough to develop courses which would prepare people for Foreign Service, and in a few cases they have made a conscious effort.

In many other cases, I think they have not.

This, of course, is part of the diversity of our higher educational pattern. But at the same time, I am impressed by the fact that in my time in service the demands upon an officer have become far more variegated, involving much deeper knowledge of specialized subjects than any of us who have contemplated back in 1938 when I was commissioned.

Foreign Service officers, of course, are only one of the groups that we are speaking about here, for we are talking about the entire foreign affairs community, as I understand from the bill, whether you are serving in the USIA, whether you are serving in AID, or other branches of the Government as a civilian.

I should point out in this connection that we and the military are very mixed up together. We are doing a lot of training with them. They are attending some of our schools. They attend the Foreign Service Institute.

They are enthusiastic members of the National Interdepartmental Seminar, for example. A few of them are very enthusiastic members of the Senior Seminar on Foreign Policy, which is our highest course in the Foreign Service Institute.

We are mixing the services increasingly. We send our people to their schools.

I have been down to Fort Bragg and helped them with some of their considerations for a new school for MAAG officers, military attachés. I have spoken, since I retired from the government, to a number of military schools where they are actively engaged in trying to develop courses which train the kind of military man who is able to go into more than an attaché jobs, but political and economic analytical jobs, and handle himself well alongside of highly trained civilians.

The foreign affairs community is a very large community today as I look at it. This bill addresses itself, as I understand it, to the civilian sector, and would constitute a course which would really begin when a man is selected after application to enter special study at Governmental expense at the time he leaves high school, and could continue through college and into graduate work.

It also addresses itself to people already in the Government who want specialized training at Government expense for foreign affairs service in one of the many branches.

This, to me, is a very good aspect of the project, because I do feel that it would generate a lot more talent, consciously trained with a sense of obligation, than we probably ever had in the past.

We talk about elites. I wish to say I wish they were all elites. That is to say those who serve in foreign affairs should be from the elite of our population.

I can understand the reluctance to have an elite within an elite, or people who think they are privileged characters. We should draw from the very best we can get and train them as well as we can.

The bill sets up one or two things I am not too clear about. One is how the Board of Trustees would function rather than what its purposes are.

The purpose of the Board of Trustees seems clear but I am not quite certain myself how it would operate. It seems to me it would require a fairly extensive staff, more than is provided for in the bill at present.

To undertake to draft ground rules for education, for examination processes, to handle the finances of so many thousand applicants would seem to me require quite a lot of help. Either you have to set that up and finance that in the project, itself, or you have to draw on the resources of some existing institution, especially equipped to do that.

Would you, for example, draw on the Foreign Service Institute since it would be placed under the Board of Trustees for purposes of planning and training?

Would you draw on the Board of Examiners of the Foreign Service for purposes of screening?

These are comments of mine that are really in the nature of questions because I am not certain, from reading the bill, for example, whether the Board of Trustees would screen all people through its mechanics who would come into foreign affairs service, thereby limiting recruits into the service to the people who had passed through its screening process or through its educational process, or whether it would take them from the country at large and screen them.

In other words, would people coming into foreign affairs service be confined to those who had passed through this process in the Corps, or would they come from everywhere?

Senator DOMINICK. I will say in connection with that, Mr. Hart, that our analysis would indicate that there are far more people coming into the Foreign Service in one way or another than would be provided by the Corps, at least for a long period of time. Eventually you might get the bulk of replacements through the Corps, but that does not solve the question of staff and how we do the screening and so on.

What would be your recommendation on that? Should we work through the Foreign Service Institute or should we set up a larger staff which would be independent of them?

Mr. HART. I would think it would be to the advantage of the Board to operate as much as possible with the experienced personnel already on hand rather than have to go out and really train, perhaps for some time, a brandnew staff.

For example, if the Foreign Service Institute is placed under the Board of Trustees, it has within it a permanent staff, but it also has in key positions people who are on rotation from service abroad who are assigned to direct courses. Some supplementation of their work could be accomplished by bringing in a few more people for planning purposes, conscious planning, to assist the Board of Trustees, and then

utilize the talents which you already have there, which is pretty carefully selected.

We have some very good men in FSI.

Senator DOMINICK. I didn't mean to interrupt, but I wanted to make that one point clear.

Mr. HART. My other question was whether, after you passed through the Corps training process, do you contemplate a selection process for each Government agency involved in foreign affairs, or do you contemplate a standard examination type of procedure, and would that examination be written and oral; would it be a national examination, or would it be an examination for each agency?

The requirements of each agency do have common denominators. Certainly they have that. But they also have very diverse requirements.

If you are talking about the agricultural service, the interests of the Department of Commerce, of course, and AID, or the Department of State, just to take a few, you can see how diverse they are, or civilians in the Department of Defense serving abroad.

From reading the bill, I am not sure that I see just where this is provided for.

Senator DOMINICK. It was intended that the Board of Trustees set up the requirements on that. Presumably they would have examinations that might differ in some respect for various agencies.

Mr. HART. You would retain, as I understand it, the Foreign Service Officer Corps.

Senator DOMINICK. Yes.

Mr. HART. I think we have been moving for some years into the situation in which ambassadors are drawn from all agencies of the government, as well as traditionally, certain number from private life.

That process could be sharpened up by a cohesive plan for training and for guidance of the careers of people interchangeably between different agencies of the Government, moving between AID, for example, and State.

It could be very good for a lot of Foreign Service officers to have more of this type of experience, and a good thing for the AID people also to have strictly State Department type of assignments from time to time.

This you can accomplish best if you start early and train people for flexible careers. I would hope that any proposal of implementation of this bill would take that into account, that you have to start with a young man. You can direct his efforts toward a variety of different types of service in the field of foreign affairs.

One question that I have is about the status of the Foreign Service Institute being placed under the Board of Trustees.

I would like to say that I feel that the Foreign Service Institute has already become an interagency organization of the Government that has gone far beyond the position of a mere training establishment for the Foreign Service which it was set out to be by the bill in 1946.

About half of the work of the Institute is done for other agencies of Government. They pay a good share of the costs. I believe that while all training for foreign affairs should be under the general policy direction of the Secretary of State, because I don't believe in the dilution of the responsibilities of the Secretary of State in the field of foreign affairs but I believe in strengthening them, this particular organization, I

think, has earned its way by experience and by the dynamics of inter-agency activity in becoming an organization which should be recognized for what it is, an interagency training establishment. It is more than just training. It is an interagency higher educational establishment.

I would like to see it constituted as the National Institute for Foreign Affairs and so-called. This, of course, could still place it under a board of trustees of this kind.

There is no reason why it couldn't be.

I would hope that the Secretary's position on that board would be such that he would have the strongest voice in its deliberations because it is his voice which is going to count for the most in terms of training in general foreign affairs service.

The other members of the board will have great weight, but his views should have the greatest weight.

These are my preliminary thoughts on the subject, gentlemen, and I would be glad to try to answer any questions if I can.

Senator DOMINICK. I gather from what you are saying that the Foreign Service Institute, as such, could fit under this board of trustees, and perhaps the Secretary of State designated as the directing head of that institute?

Mr. HART. Yes.

Senator DOMINICK. Alternatively, if we left it the way it is now, which is under State, do you think that this would solve that interaction problem?

In other words, do you think it ought to be moved under the new board of trustees, or do you think it should be left the way it is?

Mr. HART. I do not feel that it should be left the way it is. I feel that it has outgrown the position of being just another part of the Department of State.

When you look on the schedule of various subdivisions of the Department of State, you find this one pretty well down toward the bottom of the listing, after the various operational bureaus, and the position of director, itself, should be upgraded in response to the interagency role it has long since been playing.

I would give it a semiautonomous status, if I had my way, and raise it to the level of eminence of a national institution for all foreign affairs studies and not just for the training of Foreign Service personnel, at which other agency people are admitted by negotiation, which has been the case.

You negotiate so many slots, they pay their share, and we take them as we can. I think it has suffered somewhat in recent years from this position, and it has, in fact, earned and merits a new look as a new body.

It is, in many ways, a trail-blazer for many of the techniques of foreign affairs study. We use the universities, as pointed out here, from the Foreign Service Institute, but we could do a lot more than has been done to galvanize educational institutions around the country to serve the purposes of foreign affairs study, pre- and in-training study better than they have done.

Senator PELL. The Chair must interpolate, I have doubts about having serious objective studies being done under direct Government

auspices. This was the reason I originally opposed the Foreign Service Academy.

I think what the institute does is direct its training to carry out techniques in the field. But once you have the Government involved in serious studies, it is an anomaly, because a Government cannot really be objective.

For that reason, I would not want to see this become an institution with all the professors receiving the green Government check.

One problem we now have is to get professors to stay more than a year at the National War College. While I agree with many of your ideas, I do not agree with your thought that the institute should be made an institution of learning or study.

I am not sure that that should really be done under Government auspices, but perhaps should be done under private auspices.

Mr. HART. I see your point, but the Foreign Service Institute is that now. The Foreign Service Institute should not be giving degrees, I agree. It could do as the war colleges do. When you are taking a course, you could simultaneously arrange that curriculum so that you get a master's degree at the end of the year.

It is being done at the Industrial College. I happen to be on the board of advisors of that. I think that there is no substitute for the university system inherent in what I am saying.

But we have a problem if we consider training in the high sense that I am considering it. In using the word "training," I don't mean just training in the techniques of how to do a job.

We have, at the Foreign Service Institute, a 22-week course in economics which is the equivalent of 4 years of undergraduate economics, made possible simply by accelerated training techniques, by the fact that the officers who are taking it are taking nothing else but economics, and they are mature.

They accomplish so much that they rate on a national system of evaluation, which is done by Princeton University quite objectively, 100 to 200 points higher than the national average regularly.

The reason this was done was not because of anything other than that you can't get this 4 years taken out of a man's career to go to the university and take it at leisure. You have to do it in a hurry.

Senator PELL. What I am driving at is that your graduates should not be advocating the various varieties of economics, be it Adam Smith, be it Keynes, or Karl Marx. They are going through a government school.

Mr. HART. I think nonconformity is the rule at FSI. For example, they have very hot debates over the type of political science that is taught.

Senator PELL. I think there would be the devil to pay if the taxpayers' money was used to graduate, say, Marx economists, or even in these more advanced social days, Adam Smith types.

Mr. HART. I think anyone who is going to do his work in economics is going to read them all.

But as far as the awarding of degrees is concerned, I don't think that is the institute's job. The institute can galvanize a lot of things in rather tradition-bound university circles and they, in turn, can awaken the institute.

It is not a super university or university which I am suggesting but, rather, a recognized national institute for very definite but constantly changing purposes.

Senator DOMINICK. We have a National Institute of Mental Health and a whole series of other National Institutes. We don't have a National Institute of International Affairs.

I don't know whether this is the type of thing you are thinking of. It would create the attention for the need of expanding other institutions around the country for foreign affairs.

This is the type of institution I am referring to as opposed to a degree-granting institution. Is that what you have in mind?

Mr. HART. Yes.

Senator DOMINICK. The thing that I noticed in regard to those who say that the Foreign Service Institute can take care of their needs at the moment is the enrollments of the Foreign Service Institute. You were kind enough to provide figures for fiscal year 1968.

Fifty-seven percent of the enrollment involved language training, and 9 percent of the enrollment came from other agencies besides State, AID, USIA, and Defense.

So the other agencies, really, are receiving only a small portion of the training that is being given. The training is good, but there are only a small portion who are able to be the recipients.

That is one reason it seemed to me preemployment training in addition to postemployment training might be very fruitful.

I gather this is what you support.

Mr. HART. Yes, Senator, and also there is a tremendous proliferation of service schools studying in the field of foreign affairs.

My impression is this is rather expensive in the long run, although I can see the utility of it right now. They have to move fast to get some of their men trained.

One of the things that I would hope a National Institute of Foreign Affairs could do would be to arrest this great proliferation to some degree and focus training more in one place with maximum liaison with our universities.

In fact, I feel that the director himself should be a man drawn from academic life, and eminent man from academic life, not a person drawn out of the Foreign Service.

There are those who disagree with me on this, but this is my strong feeling. A man drawn from high academic experience, eminence, with a keen and high interest in foreign affairs, can bring into the institute a relationship with our universities and the creative currents that are moving in them, in a way in which a Foreign Service officer on routine assignment could never do, no matter how good he is.

I feel there should be a lot more than a War College situation where you assign a lieutenant general to head up the institute for a few years, two or three.

Senator DOMINICK. Thank you very much.

Senator PELL. Thank you, Mr. Hart.

Mr. HART. Thank you.

Senator PELL. The next witness will be Dr. George Allen, president, Diplomatic and Consular Officers, Inc., Washington, D.C.

**STATEMENT OF AMBASSADOR GEORGE ALLEN, PRESIDENT, DIPLO-
MATIC AND CONSULAR OFFICERS, INC., WASHINGTON, D.C., AND
FORMER DIRECTOR, FOREIGN SERVICE INSTITUTE**

Mr. ALLEN. Thank you, Mr. Chairman.

I am George V. Allen, Foreign Service officer, retired. My last assignment was as Director of the Foreign Service Institute for 3 years, until last November.

Mr. Chairman, I appear in very strong support of this bill. That doesn't mean to say that there aren't very honest differences of views on a variety of points involved; and as regards some provisions, I see pros and cons, but usually I come down on the pro side.

I would take the bill as it is, if I had to decide yes or no.

All of us would prefer to have our own ideas adopted, but if I had to say yes or no, I would take the bill as it is.

I welcomed the bill when Senator Dominick first introduced it. We have seen many bills come before the Congress year after year for the establishment of a Foreign Service Academy. While I do not approve of a West Point type of academy for the Foreign Service, these bills have a good deal of appeal. The sponsorship of these bills point out that we spend billions of dollars to train people to fight wars. Why shouldn't the Government also train people who try to avoid wars by making peaceful adjustments between nations in international affairs?

Such reasoning makes a very strong appeal.

On the other hand, there are overriding objections, in my opinion, to a foreign affairs academy at the undergraduate level.

First and foremost, the Foreign Service is already rather inclined to be cliquish. I speak here particularly of the career Foreign Service of the State Department, but, as other careers in foreign affairs get more and more established, they take on the aspects of a closed corporation. The Foreign Service is often accused, and with some justification, of being clannish, even though FSO's represent 50 different universities in their background.

Suppose all of these young men, at the age of 18, were put in the same institution, like West Point or Annapolis, and trained for 4 years in the same school before going into the Foreign Service.

You could then have cliquishness so thick you couldn't cut it with a knife. It is much better that the 3,500 officers in the Foreign Service today represent 500 different American colleges and universities.

Incidentally, the subject of Ivy League schools came up this morning. I happen at the moment to be associated with George Washington University here in Washington. Of the 3,500 Foreign Service Officers—I am limiting this remark to FSO's—some 750 have attended George Washington University at one time or another, which is more than any other university in the Nation. About 630 attended Harvard, which comes next.

Some of them undoubtedly attended evening classes at George Washington to get their degrees, but it is of interest that a non-Ivy League school leads the list.

The basic training of Foreign Service officers should be at the established institutions of the United States. I am convinced of that. There is too great a tendency already on the part of many people to think that Foreign Service officers no longer represent the United States.

They are said to have lived too long abroad or to have taken on this coloration or that coloration.

It is protection for the Government of the United States, the Congress, and the Foreign Service, itself, to have them broadly representative of the Nation rather than a restricted group.

I am astonished at the number of bills still introduced to create an undergraduate academy for the Foreign Service. Such an establishment would be deplorable, in my view.

West Point was established on the recommendation of President George Washington. He didn't see it actually formed, but he pointed out that there were not sufficient private institutions in the United States that specialized in training men to become officers of the Army. Consequently, if the United States was to have a sufficient supply of military officers, the Government would have to train them. That was the reason for the creation of West Point and, later, Annapolis.

But such institutions do exist for the training of Foreign Service officers.

So, there is not the same need to create another academy, in my opinion.

However, the need for training more people to work in foreign affairs is growing steadily, along with our increased responsibilities in this field. The Federal Government of the United States should make more strenuous efforts to provide the best possible personnel for the family of foreign affairs services.

How can this be done? I am frank to say that I was at a loss to answer this question. I have had to draft the State Department's comments on some of the bills sent up from the Congress, which found their way to my desk. It was difficult for me because I did appreciate the basic point—that the Government ought to be doing more in training people of all types to participate in foreign affairs. The Federal Government helps train doctors, engineers, and scientists.

That is why I welcomed Senator Dominick's bill. I took the liberty, while I was in the Government, of telephoning him to say so. I found I was a little premature and that I should have gone through channels, to find out what the official line was, before I expressed myself.

But I am glad that I am now in a position to express myself freely and openly in support of it.

Certain aspects of the measure, it seems to me, should be commented upon particularly.

Ambassador Hart spoke about the location of the Foreign Service Institute. I am frankly of two minds on the subject. There are some arguments for putting it under the proposed Board, and some against it, it seems to me.

I must say, Senator Dominick, that although section 1211, headed "Continuation of the Foreign Service Institute," merely changes the direction of the Institute from the Secretary of State to the Board, the provision seems somewhat strange, or out of place in this bill. I don't quite see its pertinence to the main purpose of the bill, which is to establish a Foreign Service Corps. Perhaps you can enlighten me.

It struck me, when I first read the bill, that if you were setting up the ROTC for the Army and suddenly said that the Naval War College in Newport, the National War College, and so forth, should come under the same Board established to run the ROTC, you'd be going too far.

On the other hand, I agree with Ambassador Hart that the Foreign Service Institute may be too closely tied to the Department of State at present. People in other agencies who use it feel as if they are going to an outside institution when they go from AID, USIA, Interior, or Treasury to the State Department's training institute.

It would be better if we could avoid that. This bill provides one way of doing it. Put FSI under a board. Perhaps a case can be made for putting it under the same Board that runs the Foreign Service Corps. It would avoid proliferation. And, training is a continuing process.

Two separate problems are involved. One is training to help people get into the foreign affairs community, and the other is training after they get in.

The Foreign Service Institute, as you know, trains people only after they are in the Government, in some field of foreign affairs.

When I was Director, I received a letter from a university student in Bombay, India, asking how he could enroll in the Foreign Service Institute. The answer is: Get a job in the U.S. Government. FSI is an in-service training institution. It doesn't help anybody obtain employment in the Government. It trains them after they get in. Its role is very important. It is a part of continuing education, which Government, business, and adults in general have accepted today.

It might be logical for the same board which concerns itself with preinduction training to continue its responsibility for training, although the subject matter changes rather sharply from the preinduction to the postinduction period.

A good deal of the work of the Foreign Service Institute is in language training, which is sometimes compared to stenography, speedwriting, or any other technical tool. But it is more than that. Language involves cultural understanding as well as translating.

Once a person is actually in the Service, he has much more incentive to learn Spanish, say, if he is going to Venezuela. He attends FSI for 3 months and learns more Spanish than he would normally learn in 5 years in college, attending classes 3 hours a week, not knowing when he will ever actually use Spanish.

If you know that 3 months from now your promotion will depend on your mastering a language, and also, if you know you must start using it in your job every day, you really buckle down. It's amazing the difference an incentive of this kind makes.

Senator Pell, who knows the Foreign Service as well or better than I, may be astonished to hear me express the opinion that the U.S. Foreign Service today has greater language capability, in depth, than any foreign service in the world.

We have, for example, perhaps 80 people who rank semiprofessional in Russian. We rank them on speaking and reading, 1 being the lowest. At grade 2, you can negotiate in a language; 3 is semiprofessional; 4, professional; and 5, bilingual.

We have 80 people who can do S3-RS in Russian; we have 100 perhaps in Chinese, 80 in Japanese, 45 in Arabic, 30 in Turkish, 30 in Serbo-Croatian, and right on down the line.

I don't believe there is a single foreign service that has the strength in depth that we do, particularly in esoteric languages.

Senator PELL. Do you really believe that, that the French Foreign

Service, for example, would not have a better language training program?

Mr. ALLEN. The French? No. I have to emphasize that I refer to our linguistic depth.

When a fellow goes into the Swedish Foreign Service, he has to know English, French, and German to start with. Or in the Greek Foreign Service, he has to speak several European languages. Our great strength is in the hard languages, like Chinese, Swahili, Hindi, et cetera.

Among our 3,500 Foreign Service officers, 1,100 qualify S3-RS (which we require for a promotion) in French, 1,000 in Spanish, 800 in German, but where we excell is in languages such as Japanese, Vietnamese, Korean, et cetera. We are well ahead of the Russians.

A question was raised this morning as to whether the Foreign Service Corps to be created under this bill should cover only the last 2 years of college. My own thought is that this could well be left to the board to determine, to be worked out through trial and error.

I would be inclined to emphasize the last 2 years, but if you restrict it by law to 2 years you might eliminate some minority groups that otherwise couldn't be reached.

I would let the board judge how many scholarships to offer.

Senator DOMINICK. It seems to me there is another point. A good number of the high school kids who are bright, smart, and driving ahead, look forward to colleges and their area of interest, but they have some eye on the economic pocketbook as well.

You can get scholarships for engineering purposes, you can get them for a variety of other things. You can't get them for foreign relations as far as I know.

Therefore, the corps might steer them or enable them to go into an area of interest which otherwise they wouldn't enter.

Mr. ALLEN. I think that is a very good point. There has become almost as much competition for scholars, fortunately, as there is for football players. Schools offer scholarships to attract the most capable students. Law schools, medical schools, and others vie with each other in offering scholarships.

It is an excellent idea, it seems to me, to offer scholarships in foreign affairs; otherwise, was will not attract the more capable groups.

The one point in your bill, sir, that probably will cause more discussion, and perhaps more opposition, in the State Department than any other single provision is that a person who completes the prescribed course of study and is found qualified would be commissioned a Foreign Service officer without other examination.

I am not as shocked by that provision as many of my colleagues in the Foreign Service will be, but I recognize the problem.

We have tried a lot of different ways to choose good Foreign Service officers and have tried many different types of examinations. Every time an examination is given, between 3,000 to 10,000 people take the written part. Those who make a grade of 70 are invited to take the oral exam.

In the oral examining procedure, candidates come for 1 hour before a board of five people. It is true that the board has gone into the background and received letters of recommendation from the professors.

Judgment as to whether the candidate will be skillful in the conduct of foreign relations is based on a 1-hour interview. The British at one time (maybe they still do) took their candidates for a month's offsite training at an institution of some sort, which enabled the examiners to have a month in which to size up the candidates.

Until a person has actually lived abroad, it is difficult to tell whether he is allergic to foreigners or to a strange culture or strange environment.

A 1-hour examination is certainly not the ideal way to choose good Foreign Service officers. If we had 4 years to look at a candidate, plus a year of work overseas, we would probably be more likely to determine whether he would make a decent Foreign Service officer than through a 1-hour examination, plus whatever other investigation is made.

That is why I am rather more relaxed about your provision, Senator. It might be possible to combine the two methods.

Senator DOMINICK. He has to have successfully completed a year in Government service overseas, too.

Mr. ALLEN. Government service?

Senator DOMINICK. Yes. Specialized study, it is called.

Mr. ALLEN. I think, sir, if I were a member of your distinguished body and had to vote on this question, I would say, let us give it a try. There is no perfect answer to these things. There are different ways of going about it, and some experimentation might be useful.

The figures on page 6 of your statement, Senator Dominick, are most impressive. It costs \$40,000 to train an officer for the Army, \$48,000 for the Navy, \$50,000 for the Air Force, and so forth, yet, they turn out ROTC officers for an average of \$7,500. That is very appealing.

This is another strong argument against establishing a West Point for the Foreign Service.

Senator DOMINICK. It even convinced me.

Mr. ALLEN. On the other hand, people who are economically-minded may say we are getting along pretty well now. All these 500 institutions are doing good work in training people, and we are not spending \$7,500 on them now.

On the other hand, it seems to me we ought to be. We are making special efforts to encourage young people to become doctors, lawyers, football players, and everything except Foreign Affairs personnel.

This bill offers the best way I know of for the Government to do something about training people in foreign affairs. I don't think of any better way.

There is no perfect solution to any of these problems. We are all human. We have to come up with the best ideas we can, and these seem good ideas to me.

There is obviously a strong feeling in the Congress and in the country that something ought to be done to encourage more interest in and training for foreign affairs. Otherwise, these bills wouldn't be coming in year after year, proposing a Foreign Service Academy. We object to these bills, but we should also suggest something positive to meet the needs.

My friend, Congressman Zablocki, puts in a bill every year, and some of the features of his bill are not entirely different from yours.

I should think you might be able to come together on the matter.

That completes my remarks, sir.

Senator PELL. If there are no further questions, thank you very much, Ambassador Allen.

Mr. ALLEN. Thank you.

Senator DOMINICK. I want to thank you for your testimony. I think it has been very helpful. I think some of the comments you made may be extremely important in trying to tone down opposition which I know is present and which I am sure will be more vocal as time goes by. I really appreciate your remarks.

Mr. ALLEN. I hope you are successful.

Senator PELL. The next witness is Mr. Ghosn J. Zogby, vice president, Foreign Service Research, Inc., Washington, D.C.

STATEMENT OF GHOSN J. ZOGBY, VICE PRESIDENT, FOREIGN SERVICE RESEARCH, INC., WASHINGTON, D.C.

Mr. Zogby. Mr. Chairman, my name is Ghosen J. Zogby. I am a retired Foreign Service officer, now vice president of Foreign Service Research, Inc.

FSR is a survey and research group staffed exclusively by former career officers of the U.S. Foreign Service like myself.

We have all served over the years in various foreign assignments for the United States and are familiar not only with the types of personnel sent overseas by the United States pursuant to various programs, but more importantly, the extent to which the contacts between these individuals and those with whom they have to deal abroad has affected the advancement of the foreign policy of the United States.

Our own experiences have made us aware of a lack of understanding on the part of the American public of the specialized knowledge of the technical complexities of diplomatic and commercial transactions which is essential in order to achieve the political and economic objectives of U.S. foreign policy.

From this point of view, we at FSR have studied with considerable interest the text of bill S. 939, which proposes to establish and train a U.S. Foreign Service Corps.

We strongly endorse the principle expressed by this legislation of recognizing the specialized character of the work of the Foreign Service employees of the United States and the desirability of extending the opportunity for acquiring the necessary technical training to a larger group.

There are four points of the proposal which we support. We view as essential to future foreign operations a broadening of public and academic awareness of foreign relations problems and an increased supply of trained personnel available for foreign assignment.

Equally valuable, in our opinion, would be the tendency of this proposal to add to the number of universities able to offer comprehensive instruction of this character and a recognition of the professional academic status of the trained individual in acquiring it by the provision of specialized degrees.

More generally, we would commend the economy of utilizing existing non-Federal graduate and undergraduate facilities for such a purpose.

Where this training can be encompassed within areas of definable information and instruction, the proposal represents an efficient utilization of the existing facilities of our universities.

We would, however, propose that this subcommittee consider amending the draft of section 1211. This section provides that the Foreign Service Institute, which is presently under the authority of the Secretary of State, would be transferred to the Board of Trustees of the Foreign Service Corps established by the bill.

There is much to be said in favor of relegating to non-Federal educational institutions those functions of the Foreign Service Institute which duplicate available collegiate curriculums.

This would include such institute functions as teaching basic language courses, trade economics, consular and commercial procedures, and the like.

On the other hand, we are equally cognizant, in the light of our own experience, of the fact that the Foreign Service Institute, apart from any specific instructional activity, constitutes a very important center in State Department terms for gatherings in seminar and colloquium by senior Foreign Service officers and the sharing of experiences under the guidance of the Institute.

Similarly, the Institute provides the opportunity of making such experiences directly available to those juniors who will be charged with the execution of State Department procedures—as distinguished from administering the statutory and regulatory special interests of the other Federal departments.

In other words, we feel that any competent Foreign Service representative of the United States must have, in addition to the type of training provided by S. 939, a specialization in the overseas work of his own branch of government, whose interests, in the long run, he is being sent abroad to further.

If this view is correct, then each department appointing overseas personnel will necessarily be required to supplement the general training under this bill for their own people.

In the case of the State Department, we see this as being the most essential function of the Foreign Service Institute as it is now organized, and distinct from its function in basic foreign relations training.

With that exception, however, we favor the legislation as recognizing the technical character of the representation of the United States abroad, as providing for the education of personnel to realize this and as increasing public and academic awareness of the scope of the commitment of the United States and its industries in foreign areas.

Senator PELL. Thank you.

Have you any questions, Senator?

Senator DOMINICK. Mr. Zogby, what was your experience in the Foreign Service?

Mr. ZOGBY. Sir, after a stint in military government in Germany as officer and civilian, I served as consular attaché in Istanbul, 1952–54; political officer in Beirut; 1955–58; economic officer in 1959 in Frankfurt; and 1965 to 1967, public affairs officer in Ceylon.

Senator DOMINICK. So you have had a broad experience in a variety of different countries.

Mr. ZOGBY. Yes.

Senator PELL. Where were you between 1960 and 1965?

Mr. ZOGBY. I was attached to the Department in the Near East. I am fluent in Arabic.

Senator DOMINICK. That is an achievement.

Mr. ZOGBY. My parents are largely responsible.

Senator DOMINICK. The experience level that you had, then, should be able to give you some background as to the advisability of having this type of undergraduate and perhaps graduate work prior to the time of entering into the Foreign Service. You think this is a good background, I gather.

Mr. ZOGBY. I definitely do.

Senator DOMINICK. Your Foreign Service Research, Inc., of which you are vice president, what kind of an organization is it? What does it do?

Mr. ZOGBY. It is designed to do research primarily for American firms doing business abroad. To a large degree, we concentrate on those American firms going into underdeveloped areas, those most apt to need our expertise.

We also conduct surveys, negotiations. After all, many of us still have very current contacts in countries. We have on our roster 36 ambassadors, retired. We can handle, among the 200 on our list, almost any language required, and cover virtually every country.

Senator DOMINICK. That is a very imaginative type of thing which I am sure is extremely useful to a lot of people.

I gather you think if we struck section 1211 concerning the Foreign Service Institute we would have a better bill.

Mr. ZOGBY. No, sir; I want to distinguish there between a function of the Foreign Service Institute for advanced work and refinement and continuation of training—well, not training, but continuation of the exchange of expertise of officers, as distinct from the basic training it is doing now.

Senator DOMINICK, you said earlier 57 percent of the time is devoted to language training. This is the sort of thing, I believe, could definitely best be done in other institutions.

Senator DOMINICK. The problem with that is you are going to have to spread the people who need this information, this training, around throughout the whole country as opposed to having one close at hand which they could utilize while they are conducting their jobs here in Washington.

Mr. ZOGBY. Sir, I would foresee that an individual would concentrate in one or more languages in his undergraduate study and start from that point to specialize in that language, and that he would come to the Foreign Service Corps with a language specialty.

Senator DOMINICK. Do you see any problem in this question of 2 years or 4 years in the undergraduate level of scholarship?

Mr. ZOGBY. No, sir; I do not.

Senator DOMINICK. You would just as soon provide 4 years?

Mr. ZOGBY. I would; yes, sir.

Senator DOMINICK. Thank you very much, Mr. Zogby. I appreciate your being willing to come and give this helpful testimony.

Senator PELL. Thank you, Mr. Zogby. I congratulate you, too, on setting up the sort of organization you have to make use of the skills of former Foreign Service officers who very often have a hard time marketing these particular skills.

Mr. ZOGBY. Thank you, sir.

Senator PELL. Our final witness is Dr. Vincent Davis of the Princeton Center for International Studies, Princeton, N.J.

STATEMENT OF DR. VINCENT DAVIS, VISITING RESEARCH ASSOCIATE, PRINCETON CENTER FOR INTERNATIONAL STUDIES, AND EXECUTIVE DIRECTOR, INTERNATIONAL STUDIES ASSOCIATION

Senator PELL. Is the Princeton Center the same as the Woodrow Wilson School?

Mr. DAVIS. No, the Center of International Studies is an autonomous research organization within the administrative framework of the Woodrow Wilson School of Public and International Affairs.

Senator PELL. Thank you.

Senator DOMINICK. If I may say so, Mr. Chairman, Dr. Davis has been very helpful in many of the details on this bill, and worked with me very closely when he was working at the University of Denver in connection with the International Studies Group there.

He has a wide expertise not only in international fields but also in the Pentagon problems that we have had, defensewise and otherwise.

Mr. DAVIS. Mr. Chairman and other distinguished Senators, I greatly appreciate the invitation from the Education Subcommittee to appear here today.

I plan to speak strongly in behalf of S. 939, a bill to authorize a U.S. Foreign Service Corps. However, I would like to stress at the outset that my testimony will represent only my own personal views and professional judgments.

I do not speak for any institutions, organizations, or other individuals. At the same time, of course, I obviously hope that a great many institutions, organizations, and other individuals will share these views and judgments. As for myself, I certainly share the views of a number of others including my esteemed friends and colleagues, Dean Wilcox and Professor Tanter, who testified earlier today. I would also find myself supporting the earlier remarks of our two distinguished former Ambassadors, Mr. Allen and Mr. Hart, and Professor Knoll.

My files indicate that the distinguished author of S. 939, Senator Peter H. Dominick of Colorado, first offered me the privilege of commenting on this proposal at a breakfast meeting in Denver on Monday morning, March 13, 1967.

I liked the basic idea very much then, and I have become an increasingly strong supporter during the intervening 3 years as I observed Senator Dominick's efforts to polish and perfect this proposal.

He carefully and diligently sought the opinions and judgments of active and former officials from all relevant components of the U.S. Government, and from the most knowledgeable and respected leaders of American academic life.

I therefore find it difficult to improve on Senator Dominick's own analysis of the bill and the related comments of others as inserted in the Congressional Record of June 26, 1968, and February 7, 1969.

In view of these considerations, perhaps the most useful service that I could perform would be an attempt to summarize the advantages of this proposal from the points of view of various categories of

people, institutions, and agencies having an obvious interest in the matter.

From the point of view of the American public as a whole, it is clear that the United States has played and will continue to play a critical role in world affairs.

Precisely what this role is or ought to be will always be a matter for public discussion and debate at any given point in time, but any nation commanding the resources of the United States will always be a critical factor in world affairs both for what it decides to do and for what it does not do.

The American public therefore has the very strongest and most serious kind of interest in assuring that its citizens in general, but particularly its relevant governmental officials, obtain the finest available education and training in the changing nature of a highly complex world.

The bill under consideration here is designed to allocate a small fraction of the Nation's resources in this effort.

From the point of view of the American Government, this bill's provisions for 3,500 annual undergraduate scholarships will allow the Government for the first time to penetrate a critical age level in the Nation's talent pool and compete in the recruitment of the most promising young men and women for civilian careers in public service concerning foreign affairs.

Many of the Nation's most able young people begin to acquire a sense of direction and purpose and commitment toward lifetime careers while they are still in high school or preparatory school. At approximately age 18 they are therefore ready to make some important decisions, and they look over the range of apparent opportunities.

The military services for many years have been able to recruit at this critical age level by means of appointments to the service academies at West Point, Annapolis, and Colorado Springs, and by means of scholarship assistance and other benefits associated with the ROTC programs.

Many other professional and vocational fields such as the sciences, engineering, business, law, and medicine also begin to compete for talent at the 18-to-20 years age level through undergraduate scholarship programs leading to careers in those fields.

But the young man or woman at this 18-to-20-year age level who aspires to a civilian career in Foreign Service has never heretofore been able to see any educational programs which would lead in this direction, or any forms of scholarship assistance indicating that the Nation attaches a high priority to careers of this kind.

The Government can begin to compete for these people only as they are approaching the completion of their undergraduate degrees, and even then the primary inducement is the simple power of persuasive words. But by then many of the most talented and purposeful young people will have felt compelled to elect careers in other directions.

In summary, then, the Government competes and recruits within a significantly depleted talent pool when it is unable to offer strong inducements to public service careers in foreign affairs at the earlier 18-to-20-year age level.

Moreover, the remaining uncommitted talent pool at the 22-year age level as young people are graduating from college contains a much

higher proportion of those from affluent socioeconomic strata in the society, meaning that the absence of scholarship inducements at earlier age levels thus deprives the Government of many talented young people who were not born into families with comfortable incomes.

Another major advantage to the Government in this proposed legislation is that it is certainly the least expensive and most efficient way to provide Federal support for education and training in this critical field.

It will require a very small administrative staff and very low administrative overhead.

It will require no investment in physical facilities or real estate. It is, pure and simple, a scholarship and fellowship program with almost all of the indicated appropriations representing an investment in talented people. It is, therefore, a very substantial bargain for the taxpayers.

From the point of view of participating undergraduate students, this proposed legislation offers many attractive features.

As I have already indicated here, it will open up for interested high school seniors a clear avenue toward civilian careers in public service in foreign affairs where no such avenue appeared to exist before at that critical age level.

In exchange for an opportunity and a commitment to enter careers of this kind, they will receive free high-quality undergraduate educations from a choice of the best colleges and universities in the Nation.

They will be selected to participate in the program on the basis of rigorous nationwide competitive examinations.

Scholars, teachers, and educational administrators who are professional specialists in foreign affairs will play a significant role in the development of the competitive examinations.

Therefore, in addition to the important financial assistance which is involved, there will also be a distinct personal honor in being selected to participate in the undergraduate component of this program.

From the point of view of participating colleges and universities, this proposed legislation has a great many appealing dimensions.

First of all, the colleges and universities will have a significant role in shaping and operating the program.

Four of the nine members of the board of trustees will be professional educators.

The bill provides for academic consultants to help in preparing the competitive examinations noted earlier in this testimony, and for representatives from academic life to be consulted in all other aspects of the program.

Unlike a number of other pieces of proposed and enacted legislation whose provisions are more or less rammed down the throats of participants on a take-it-or-leave-it basis, this bill provides resources within very broad guidelines and then puts a large part of the responsibility on the educational and academic profession to fill in the details and to make it work.

Second, the colleges and universities selected to participate will be chosen because they already offer distinguished programs and courses of study in fields relevant to the needs of American officials in foreign affairs.

Therefore, these schools will not be required to do anything substantially different from what they have been doing and offering all along.

Third, the participating colleges and universities will find that substantial amounts of their own scholarship and fellowship funds will be released for allocation to other deserving students, because many students previously attending schools on support from funds generated by the colleges and universities themselves would be eligible competitors for participation in this program.

In that sense, there is an indirect form of institutional support incorporated implicitly in this bill.

From the point of view of the participating Government agencies—and this would include almost all agencies employing civilian professionals in positions concerned with foreign affairs—perhaps the most attractive provision of this bill is the stipulation for 1,500 annual graduate-level fellowships.

A concept that has gained wide acceptance in business, professional and governmental fields in recent years is the principle of mid-career education.

New knowledge is accumulating at such a rapid rate in all fields that it is no longer possible for a man to gain all of his formal education between the ages of perhaps 6 and 22 and then to assume that he will never again need any further formal schooling.

On the contrary, periods of advanced formal education are likely to be required at various stages throughout a person's career.

This is recognized throughout government, and advanced degrees are rapidly becoming a prerequisite for promotion to higher rank levels in many agencies.

For example, the list released a few weeks ago which named the 76 Air Force colonels recently selected for promotion to brigadier general showed that more than half of these officers hold advanced graduate degrees, with seven of them holding the Ph. D.

The situation is much the same, if not indeed more rigorous, with respect to Army promotions.

Over most of the 1950's, and until the 1960's, the latest figures I saw said that the Army regularly sent over 400 regular Army officers per year to the best civilian graduate schools.

I am told that an advanced degree is very rapidly becoming a prerequisite for promotion to higher rank in the Army.

Unfortunately, however, the civilian agencies with professional personnel in foreign affairs have been far less successful than the Armed Forces in implementing this concept of midcareer education, in part because the civilian agencies have lacked appropriate financial resources.

One result is that energetic and motivated civilian officials who desire advanced education have been required in many or most cases to pay for this out of their own pockets and to achieve it in miscellaneous night school programs of similar arrangements which often lack academic distinction.

Another result is that many if not most relevant civilian agencies have simply fallen well behind the Armed Forces in gaining significant numbers of professional personnel with desired levels of advanced education.

The Dominick bill would be a major step in the right direction toward correcting this circumstance. This, in turn, would serve as a major career morale factor not only in recruiting greater numbers of more talented people in public service in foreign affairs in the first place, but also in retaining more of those people for full careers.

At this point, I might interject a couple of other comments. Some 2 years ago in some personal scholarly research that I was undertaking, I addressed some questions to the State Department very similar to some questions that Senator Dominick raised this morning with Mr. Mace, attempting to get some comparative data, between Foreign Service officers and people in other governmental agencies.

The data were not available. It was said to me that the State Department was attempting to undertake some studies that would provide the data.

I am not aware that the studies were ever completed or the data ever became available. But I did come upon several other documents from other sources that bear on this point.

The Educational Testing Service, a private organization in Princeton, is responsible for the college board exams, graduate record exams, and many other examinations of this sort. ETS undertook in 1967 a study at the suggestion of the State Department to compare Foreign Service officers over a period of time to see whether there were trends in performance on the Foreign Service officer examinations, and also a study to compare Foreign Service officer candidates with those people who had taken the graduate record examination, that is, people who were interested in going to graduate schools.

Several interesting conclusions emerged. The first is that there were no trends over the period 1964-1965-1966 that the study covered showing that the quality of people applying for the Foreign Service was going either up or down.

It was a flat curve.

Second, the people taking the Foreign Service test at best had only a very slight advantage or only very slightly higher scores than all of the people across the country who were attempting to get into graduate programs anywhere, of any kind.

Then there was a third kind of comparison that the study made which I found interesting. It took a look at the people who had taken both exams: the Foreign Service exam and the graduate record exam.

This tended to support an observation that many of us in academic life have made. Many people, when they get their undergraduate degrees, would like to go to graduate school. But they are not certain whether they will be admitted to graduate school for studies in foreign affairs problems, so they hedge by taking the Foreign Service exam.

If they get admitted to graduate school, they will take it, and if not, they hope they will get into the Foreign Service and ultimately come back and return to graduate school.

They are not, in that sense, really committed to a career in the Foreign Service.

Senator PELL. I think there are those who do vice versa, too.

Mr. DAVIS. There may be some who do vice versa, but I have encountered many fewer who do vice versa, and my colleagues in the

profession, I think, at many other schools, have encountered far fewer who do it the other way.

Two years ago in the State Department there was concern whether the Foreign Service was losing its best young officers. There was a study that was undertaken under the direction of the office of the junior officer program, and one of the conclusions that was reached was the following with respect to retention. I quote from an internal memorandum in the State Department. It is interesting that the survey found that the more or less "typical resignee,"—I think that is an important point—

Was one who returns to academic life either to teach or to obtain further graduate education.

Our experience with young officers has led us to conclude that most young people entering the Service today tend to magnify the similarities between academic work and foreign service work and to minimize the differences.

It is only after they have been in the Foreign Service for some time that they discover for themselves that their underlying academic bent was stronger than they had realized.

My impression is that the academic bent was there all along, confirming the other point that I just made. This, to me, supports the proposal we are here considering.

If it looked to be possible for a young man to enter the Foreign Service and to obtain more advanced education as a part of his career with the Government, I think it would be a much more attractive career.

But if he comes to the conclusion that the Foreign Service is a form of professional life that discourages advanced education and does not seem to be interested in that particular form of personal improvement, he becomes discouraged and the retention problem I think is heightened by this circumstance.

The U.S. Department of State is one agency which should have, I think, a particular strong interest in supporting this bill.

Although tradition, precedent, and law would suggest that the State Department is charged with the overall management and direction of American foreign affairs, it is also true that the Departments of Agriculture, Commerce, Labor, the Post Office, and the Treasury and most other major agencies of Government have developed substantial interval units which are active in foreign affairs.

The State Department, however, has generally lacked adequate mechanisms to encourage coordinated educational programs for the foreign affairs personnel in these other agencies.

While S. 939 certainly does not give the State Department a dominating position on this matter, it does provide that the Secretary of State will be the only executive branch official sitting on the board of trustees for this program.

In this way, and through consultation on the part of the Secretary of State with his counterparts in other concerned departments and agencies, the Department of State should be able to exercise more of the initiative and responsibility in the education of all public servants in foreign affairs than has previously been the case.

Clearly, it would seem that this responsibility ought to reside in this manner within the Department of State, in an influential but not dominating role. This could be strengthened if S. 939 designated the Secretary of State as the chairman of the board of trustees, and if the

Directors of AID and USIA were added to the board. I would also propose adding the chairman of the U.S. Civil Service Commission to the board. As the bill now reads, the producers of educated foreign affairs personnel have four positions of the board, whereas the consumers in Government agencies are represented only by the Secretary of State. There should probably be a better balance on this point.

In some parallel respects, the American Foreign Service Association is an organization which should have a particularly strong interest in supporting this bill.

For many years the AFSA was somewhat like a rather small and exclusive fraternity consisting of the Foreign Service Officers of the State Department.

Within the past 2 years, however, the AFSA has gained vigorous new leadership and what appears to be an emerging new image of itself.

According to this new image, the AFSA would no longer be essentially an appendage of the State Department but would become a true professional society potentially embracing within its membership all civilian professionals concerned primarily with foreign affairs duties in all agencies of Government.

The Dominick bill, if enacted, should provide a reservoir of talented people sharing related educational experiences, a common commitment to the idea of professionalism in American foreign affairs, and therefore, a common interest in joining within the new vision which seems to be emerging within the American Foreign Service Association. This, in turn, should improve the quality and the cohesion of American foreign policy.

Another trend involving the American Foreign Service Association is highly commendable and is worthy of note here, because the enactment of the Dominick bill should facilitate this trend.

For many years, a common attitude in the Foreign Service and in the Department of State more generally was a skepticism toward research on international and foreign policy issues originating in academic life.

The diplomats tended to feel that the campus professors studied abstract problems in abstract ways which had very little relationship to the day-to-day policy problems confronted by the public servant.

The professors, on the other hand, thought that the diplomats attached no weight to any kind of learning except whatever they learned in their own on-the-job experience in public service.

The diplomats thought the professors couldn't see the trees for the forest, and the professors thought the diplomats couldn't see the forest for the trees. Each side thought that the other group tended to write in a private incomprehensible jargon well removed from the English language.

In the past few years, however, a fresh and encouraging new attitude has developed in both quarters. Both sides now seem to feel that there is much to be gained by all parties if a congenial new spirit of open communications and cooperation wherever possible could replace the old arm's length reciprocal skepticism, if not hostility.

One concrete example of the new movement is the joint committee between the American Foreign Service Association, consisting pri-

marily of Foreign Service Officers, and the International Studies Association, consisting primarily of campus professors.

There are even some campus scholars who are joining AFSA and some governmental officials joining ISA. The AFSA-ISA joint committee has already initiated several highly promising new programs, and more are under consideration.

This new effort to build bridges of effective communication between scholars and diplomats should be encouraged by the Dominick bill, because both the scholars and the diplomats would be in some respects joined in the shared task of making the Dominick program work.

In some other respects, the scholars and the diplomats ought to continue to keep a wary eye on each other if the separate purposes of each profession is to be best served.

But a wary eye does not require an adversary relationship leading to the breakdown of all useful communications.

Now, in conclusion, I should perhaps devote a few moments to some of the kinds of criticisms and reservations which I have heard with respect to S. 939.

Some people have said that S. 939 looks too much like ROTC programs at a time when ROTC programs are allegedly unpopular among many college students.

The first answer to this objection is that S. 939 is significantly, even radically, different from ROTC programs in almost all respects except that participating undergraduates under the provisions of S. 939 would receive free college educations in exchange for a commitment for a certain period of Government service.

Secondly, evidence obtained in the recent study of ROTC programs under the direction of retired President George C. S. Benson of Claremont Men's College indicated that insignificant unhappiness with ROTC-type programs in any case is largely confined to a handful of schools primarily in the Eastern States.

Third, for all of those colleges and universities which consider part of their responsibility to be the education of young men and women for careers in public service—and a great many schools have long-standing traditions and programs in this area—it is hard to imagine a program more acutely attuned to the principles and values shared by most professors and many students than the program called for by S. 939.

The participating schools will have great freedom and control in shaping the nature of the program as it is implemented on each campus.

To repeat again, this is primarily a scholarship and fellowship program with very few strings attached as far as the colleges and universities are concerned.

Some have suggested that students participating under the provisions of S. 939 would be subjected to untenable pressures if the United States should ever again experience the kind of situation existing in the early and mid-1950's when the loyalty of many Americans, especially a number of people in the State Department, was publicly questioned.

That tragic period, however, involved and jeopardized the careers of many people in private as well as in public life.

If that kind of diseased hysteria should ever again strike this Nation—and no man should drop his guard against a repetition—there is no evidence that people in public service would be anymore vulnerable than those in private life.

Some people seem to feel that the provisions of S. 939 would tend to discriminate against those who did not participate in its undergraduate program but who later decided that they would like to try for a career in public service in foreign affairs.

There is nothing in S. 939 which disrupts, undermines, or eliminates the traditional existing routes of entry into public service in the fields of foreign affairs.

This bill provides for supplemental assistance to existing routes and does not in any sense replace them.

Some people seem to feel that a handful of prominent schools are eminently better qualified to produce well-educated people for foreign affairs careers than all other schools, but that the provisions for geographical distribution in S. 939 would tend to discriminate against the products of these few schools.

Representatives of at least a few of these same schools, curiously, have taken an almost reverse position with respect to ROTC programs.

An implementation of this kind of argument could result in loading the civilian Foreign Service with the graduates of just a few schools while letting the Armed Forces find their officers from other places.

In any case, basic democratic values and other sound political arguments suggest the wisdom of recruiting public servants from all parts of the Nation and from a diverse range of educational institutions.

Many other Federal programs such as the White House fellows program, and respected private endeavors such as the Rhodes scholarship program, have long followed the principle of geographic distribution.

Substantial financial support from Federal and State governments, from foundations, and from other sources over the past two decades have resulted in the establishment of many excellent programs in international and foreign affairs at colleges and universities across the United States.

Some of these objections, of course, are essentially elitest arguments which represent special pleading on behalf of institutions or groups previously thinking of themselves as enjoying some sort of privileged role in dominating American foreign affairs, or dominating the institutions which make American foreign policy, or dominating the source of people who enter these careers.

It is unfortunate and to be regretted that, in an age and time when more and more Americans are insisting on their right to participate in the politics and the life of a democratic society, some space must be devoted to rebutting objections which are basically undemocratic in their underlying premises.

In conclusion, wise and prudent men will undoubtedly be able to study S. 939, find potential or actual problems associated with it as it now reads, and then devise ways to eliminate the problems while improving the overall fulfillment of its purposes.

As for myself, I find little in it to criticize and much in it to praise.

In a crude and elemental sense, it is a question of whether we prefer for American public officials in the field of foreign affairs to be ignorant or educated.

Since no man would opt for ignorance, it is then a question of how best to achieve the desired degrees and kinds of education.

I believe that American colleges and universities have a great capability and a great responsibility for helping in this task, but this costs money.

For too long most professional and vocational fields in the United States have relied on the colleges and universities to provide the basic education required for entry into those fields but without underwriting any significant part of the costs of this final preentry education.

Enactment of Senator Dominick's bill would signify that the Federal Government is now willing to accept a larger part of its responsibility in paying for the educations of those who desire to dedicate their careers to public service in foreign affairs.

If the Government does accept this responsibility, I feel sure that the Nation's colleges and universities then can and will accept and more adequately fulfill their share of the responsibility.

Thank you very much.

Senator PELL. Thank you. As I understand it, you are here in a private capacity?

Mr. DAVIS. Correct. I am not representing any organization or institution.

Senator PELL. Thank you.

Senator Dominick.

Senator DOMINICK. We have letters from two of Princeton University's Woodrow Wilson School people, Mr. Chairman, which will be put into the record. We have one from Mr. Goheen, who is against the bill. The other is from Cyril Black, who supports the bill.

Senator PELL. There is going to be a meeting of the council of the Woodrow Wilson School. Perhaps this could be put on the agenda for that meeting and an expression might be forthcoming. You might pass that on to Dean Lewis.

Mr. DAVIS. I will suggest to Dean Lewis this is an idea worthy of his consideration.

Senator DOMINICK. Dr. Davis, I sincerely appreciate the help which you provided, and a good deal of the inspiration for my follow-through on the bill.

I am not sure that you particularly want to comment on this, but I would like to get your ideas, if you have them formulated, on the question of what we are going to do with the Foreign Service Institute. I have a feeling this is becoming a flag that people will wave who are against the bill.

I wonder if it might not be advisable to take it out of the bill so we wouldn't have interjection of this issue in the process of what is fundamentally a scholarship program.

Mr. DAVIS. I think one could argue that either way in terms of the political tactics of advancing the cause of the bill but, if one wanted to look at it purely as a matter of principle, I was impressed by Ambassador Hart's comments earlier today, and I would have a minor disagreement with Ambassador Allen's suggestion that FSI is in some respects like the war colleges.

If one follows Ambassador Allen's reasoning, it would be a mistake to put FSI under the provisions of this bill. But I am not sure that is an appropriate parallel.

I think Ambassador Hant was essentially correct when he suggested that the Institute had become a different kind of organization than perhaps originally envisaged.

It is now a national resource, an important one, and I think it would be able to draw on a wider range of talents from the academic communities and provide a wider range of services to governmental agencies if it were detached in the way you propose from its present close relationship with the State Department and could exist within the context of this particular program. Indeed, I think I would favor keeping FSI incorporated within the provisions of this bill and giving FSI a much larger role in administering many of the features of the bill's programs, especially in connection with my earlier suggestion that the Secretary of State be designated as the Chairman of the Board of Trustees for S. 939 programs and that three other relevant executive branch officials also be added to the Board.

On balance, I think I tend to propose leaving it in, but I can understand that there would be some good arguments in favor of removing this particular clause from the bill.

Senator DOMINICK. I gather from your testimony that you are still in favor of the 4-year undergraduate scholarship program as opposed to a 2-year program?

Mr. DAVIS. Yes; I very much am. One of the witnesses commenting earlier today suggested flexibility. I would buy that as an important modification. It ought to be possible for people to enter the undergraduate program either directly out of high school or a provision alternatively for them to apply and enter the program for the last 2 years only.

It seems to me this is a good case where one could have his cake and eat it, too, and there is much to be said for this sort of flexibility.

Senator DOMINICK. The State Department witness commented this morning that there were two things which were largely predominant in the State Department's opposition.

One, of course, was this Foreign Service Institute transfer.

The other was the fact that there was no need for the bill. This was based on the fact that they are taking 150 to 175 people a year from the applicants and they had some 5,000 applicants.

Therefore, they could pick and choose among that group. What kind of an answer do you have to that?

Mr. DAVIS. That strikes me as an inadequate, quantitative argument. I am more concerned about the qualitative considerations.

As I already noted, based on this ETS study, the Foreign Service average score is only a tiny bit better than the average score of people across the country desiring to go to graduate schools.

I think that the foreign affairs personnel of the U.S. Government ought to be substantially above average and not just a little bit above average. The ETS study shows us only a comparison between people who took the Foreign Service examination and the graduate record examination. What I would prefer to see is a comparison of test scores and other measures of talent between those who actually accept commissions as new FSO's and those who actually enter graduate schools, as well as other kinds of comparisons to give us precise information on the quality of talent entering foreign affairs careers in public service in contrast to those who enter other professional careers. Unless the

State Department can provide hard data and studies on this point, it is merely speculating or guessing on the kind of talent it attracts.

I have already suggested in my testimony that the people who take this examination, whatever the ratio may be between 5,000 who take it and 150 or so who are accepted, wholly aside from that, it seems to me that the people who take it are coming from a depleted talent pool at approximately age 22. Many talented people have already made important commitments to other professional and vocational fields by the time they reach their college graduations. So, whatever the size of that pool, it is depleted in terms of the qualitative talent in it at that age level.

I think the State Department may be excessively sanguine if it assumes that the numbers and qualifications of people who apply for the Foreign Service in the 1970's will look even as good as they looked in the 1950's and 1960's for the following reason: Federal support and private foundation support for international affairs programs have been drastically cut within the last few years.

This is already meaning a very significant retrenchment in international and foreign affairs programs on many campuses.

I think many of us will be astonished next fall when we look at the cut in admitted numbers of students in graduate programs, in particular, across the country.

I know many schools are cutting by as much as 50 percent and even more, down to a third of what they took last year, because they don't have the fellowship and scholarship money to give. That means, in the absence of new fellowship and scholarship support, that there will be a quantitative reduction in the total number of people who will be available, so the State Department will be competing within a much smaller talent pool for this reason too.

Other competitors for that talent will still be active, and it is an open question as to whether the State Department can hang on to its competitive position that it has had in the past to get whatever it has been able to get heretofore.

But I suspect it is going to be quite rough.

Senator DOMINICK. Dr. Davis, just for the record, I wonder if you would give us your general education background, and some of the things you have been doing.

Mr. DAVIS. I have been a member of the faculty at Princeton University, at Dartmouth College, and for the past 7 years at the Graduate School of International Studies at the University of Denver.

I have been for the past 6 years the executive director of the International Studies Association which, I think it is now accurate to say, is perhaps the most prominent professional society in American academic life in the overall fields of international studies. Indeed, the organization has a substantial number of members in a number of other countries around the world.

My personal field of specialization in my scholarly research is American foreign policy and American military policy.

In terms of my work for professional societies, in terms of my work on campus, and in terms of my personal research, I have been closely associated with a number of people in the Government, in the State Department and in the Defense Department, and other agencies with roles in foreign affairs.

My research keeps me in close contact with those people and so does my work for the International Studies Association.

Senator DOMINICK. Thank you very, very much. I think this has been most helpful.

Senator PELL. Would you submit for the record, or have you with you, the studies pointing up your point that the State Department's new FSO's are only a trifle above the average coming into the graduate schools around the country?

Mr. DAVIS. I will be happy to provide that for the committee's record.

(The information subsequently supplied follows:)

STATISTICAL REPORT—THE FOREIGN SERVICE OFFICER'S EXAMINATION—MAY, 1967
FROM EDUCATIONAL TESTING SERVICE, PRINCETON, N.J. AND BERKELEY, CALIF.

This study was undertaken to provide the State Department with information, first, regarding the relative abilities of candidates who took the Foreign Service Officer's Examination in three successive years, 1964 through 1966; and secondly, regarding the relative abilities of FSO candidates and Graduate Record Examination candidates.

YEAR TO YEAR COMPARISONS OF THE GENERAL ABILITY TEST

A systematically selected sample of 1,074 candidates who took the FSO General Ability test in 1964 (Form MSD2) was compared with a systematically selected sample of 1,007 who took the test in 1965 (Form NSD2). There was a nineteen item equating section which appeared in both forms. The mean scores of the 1964 and 1965 groups on this section were 9.67 and 9.56 respectively. The standard deviations were 3.83 and 3.68. Student's *t* was less than 1.00; thus a mean difference of this size could easily come about by chance.

The mean and standard deviation of the 1964 group on the total test were 30.93 and 12.06 respectively. The mean and standard deviation of the 1965 group on the total test were 32.47 and 11.62, respectively. When the scores on the total test of the 1965 group were placed on the MSD2 scale, by the use of Tucker's method of equating, their estimated mean and standard deviation were 30.63 and 11.74. The equating formula used was $MSD2 = 1.0101(NSD2) - 2.1670$. It then appears that there is little difference between the 1964 and the 1965 candidate groups either with respect to mean level of ability or with respect to dispersion.

A sample of 1,000 which had 995 subject in common with the above sample of 1,007 from the year 1965 was compared with a systematically selected sample of 1,000 candidates who were tested in 1966 (Form OSD). The mean scores of the two groups on the nineteen item equating section that was common to these two tests were 8.86 for the 1965 group and 8.41 for the 1966 group. The standard deviations were 3.76 and 3.63. Student's *t* was 3.83 with 1,998 degrees of freedom. This is significant at the .0005 level.

The mean and standard deviation of the 1965 group on the total test were 32.47 and 11.60. The mean and standard deviation of the 1966 group on the total test were 30.09 and 11.30. When the scores on the total test of the 1966 group were placed on the NSD2 scale, again using Tucker's method, the estimated mean and standard deviation were 31.34 and 11.34. The equating formula used was $NSD2 = 1.0033(OSD) + 1.1418$.

These scores may then be placed on the MSD2 scale, which yields an estimated mean of 29.48 and standard deviation of 11.46 for the 1966 group and an estimated mean of 30.63 and standard deviation of 11.74 for the 1965 group.

Thus, there is a statistically significant difference between the 1965 and 1966 candidate groups. However, this difference is of the order of about 1.1 points on the test. In other words, had the 1966 group taken the same test as the 1965 group, it is estimated that their mean score would have been about 1.1 less than that of the 1965 group.

There is, then, some evidence of year to year change in the mean ability level of the FSO candidates, as indicated by their scores on the General Ability test of the FSO examination. But, at least in the years studied, this difference is not great, and is probably of little practical significance. (Table 1.)

TABLE 1.—COMPARISON OF FSO CANDIDATE GROUPS FROM 3 YEARS ON THE GENERAL ABILITY TEST

	N	Mean on equating test	S.D. on equating test	Mean on total test	S.D. on total test
MSD2.....	1,074	9.67	3.83	30.93	12.06
NSD2.....	1,007	9.56	3.68	¹ 30.63	¹ 11.74
NSD2.....	1,000	8.86	3.76	² 30.63	² 11.72
OSD.....	1,000	8.41	3.63	³ 29.48	³ 11.46

¹ Converted to MSD2 scale (actual values are 32.47 and 11.62).² Converted to MSD2 scale (actual values are 32.47 and 11.60).³ Converted to MSD2 scale (actual values are 30.09 and 11.30).

Note:

/t/ (NSD2—MSD2)<1.00, d.f.=2,079, Not Significant
/t/ (OSD—NSD2)=3.83, d.f.=1,998, p>.0005?

THE GENERAL BACKGROUND TEST

Two other systematically selected samples of 1,000 persons each were used to equate the General Background test of Form OSD to that of Form NSD2. On the thirty item equating section, the 1966 group had a mean of 12.29 and a standard deviation of 5.14. The 1965 group had a mean of 11.89 and a standard deviation of 5.01. This yields a t of 1.73 with 1,998 degrees of freedom. This is significant at the .05 level. In this case the 1966 group appears to be a little better than the 1965 group.

The mean and standard deviation on the total test for the 1965 group were 55.56 and 17.51 respectively; for the 1966 group they were 58.30 and 18.72. When the 1966 scores were converted to the NSD2 scale, an estimated mean of 56.74 and an estimated standard deviation of 17.86 resulted. The Tucker equation for converting scores is $NSD2 = .9543(OSD) + 1.1044$.

Again, although the difference between the groups is statistically significant, it is not of great enough magnitude to be of practical importance. (Table 2.)

TABLE 2.—COMPARISON OF FSO CANDIDATE GROUPS FROM TWO YEARS ON THE GENERAL BACKGROUND TEST

	N	Mean on equating test	S.D. on equating test	Mean on total test	S.D. on total test
NSD2.....	1,000	11.89	5.01	55.56	17.51
OSD.....	1,000	12.29	5.14	¹ 56.74	¹ 17.86

¹ Converted to NSD2 scale (actual values are 58.30 and 18.72).

Note: /t/ (OSD—NSD2)=1.73, d.f.=1,998, p <.05

COMPARISON WITH GRE CANDIDATES

The same group of 1,007 NSD2 candidates was compared with a group of 1,000 persons who took Form JGR of the GRE. This was the November, 1965 National Administration. A thirty-two item Special Verbal test was extracted from Form NSD2. There was a seventeen item equating section which appeared in the Special Verbal test and also in the Verbal Section of Form JGR. The mean scores of the GRE group and of the FSO group on this equating section were 8.93 and 9.40 respectively, a difference in favor of the FSO group of .47. The standard deviations were 4.06 and 3.52. This yielded a Student's t of 2.75 with 2,005 degrees of freedom. This is significant at the .01 level. Thus, a representative sample of FSO candidates showed a higher mean level of verbal ability than a representative sample of GRE November candidates. (Table 3.)

TABLE 3.—COMPARISON OF NSD2 CANDIDATES WITH JGR CANDIDATES

	N	Mean on equating test	S.D. on equating test
JGR.....	1,000	8.93	4.06
NSD2.....	1,007	9.40	3.52

Note:

|t| (NSD2—JGR)=2.75, d.f.=2,005, p<.01

There were 1,292 persons who took both Form NSD2 and also some form of the GRE. (102 took the GRE in 1964, 638 in 1965, and 552 in 1966.) The mean Special Verbal score on this form for the 1,292 persons was 19.00. The mean score for the sample drawn from all Form NSD2 candidates was 18.24, a difference in favor of the candidates taking both tests of .76. The standard deviations were 5.57 and 5.75 respectively, and the standard errors were .155 and .181. Since these are not independent samples, a t test was not performed. However, one can see that the difference is large compared with the standard errors.

TABLE 4.—COMPARISON OF THOSE WHO TOOK BOTH GRE AND NSD2 WITH A SAMPLE TAKEN FROM ALL NSD 2 CANDIDATES

	N	Mean S.V. score	S.D.	S.E.
Both.....	1,292	19.00	5.57	0.155
NSD2.....	1,007	18.24	5.75	.181

The mean Verbal score on the GRE of the 1,292 candidates was 591 and the mean Quantitative score was 534, with standard deviations of 103 and 113. This compares with mean Verbal and Quantitative scores of 518 and 527 with standard deviations of 126 and 135 for the approximately 126,000 GRE National Program candidates who were examined between October 1, 1965 and September 30, 1966. These indicate a definitely superior performance on the Verbal section and a marginally superior performance on the Quantitative section for the FSO group. (Table 5.)

TABLE 5.—COMPARISON OF GRE SCORES EARNED BY 1,292 FSO CANDIDATES AND 1965-66 GRE NATIONAL CANDIDATES

	Mean Verbal	S.D. verbal	Mean quantitative	S.D. quantitative
FSO.....	¹ 591	¹ 103	¹ 534	¹ 113
GRE.....	² 518	² 126	³ 527	³ 135

¹ N=1,292.

² N=125,741.

³ N=125,752.

It then appears that the mean verbal ability of those persons who took both tests is higher than the mean of all FSO candidates, and in turn, the mean verbal ability of all FSO candidates is higher than that of GRE candidates.

Equating of the Special Verbal score on Form NSD2 to the GRE Verbal scale was performed to further aid in the comparison of the groups. Tucker's method was employed using the 1,007 NSD2 candidates and the 1,000 Form JGR candidates. Equating by setting means and standard deviations equal was employed using the 1,292 persons who took both tests, and also using a subset of 909 persons who took Form NSD2 and who also took the GRE between November, 1965 and April, 1966. The latter group was studied because they took the GRE at approximately the same time that they took the FSO exam; it was felt that use of this group would eliminate growth effects from the equating. The final equating formula was arrived at by bisecting the lines obtained from the Tucker method and from the 909 subjects.

The Tucker formula for converting NSD2 Special Verbal scores to the GRE verbal scale was $GRE = 18.972(NSD2) + 209.522$. The formula for the same conversion obtained from the subset of 909 candidates was $GRE = 18.348(NSD2) + 240.187$. The final formula obtained by bisecting the two above was $GRE = 18.655(NSD2) + 225.110$.

Let us apply this formula to the sample of 1,007 NSD2 candidates. One finds that this estimates a mean and standard deviation of 565, and 107 on the GRE Verbal scale. It also estimates a 25th centile of 501, a median of 575, and a 75th centile of 642. These compare with a Verbal mean and standard deviation of 518 and 126 for all GRE National Candidates tested between October 1, 1965 and September 30, 1966. This latter group has a 25th centile of 426, a median of 517, and a 75th centile of 611. Thus, both the statistical tests and the equating indicate

a higher mean level of verbal ability for the FSO candidates than for the GRE candidates. The .25, .50, and .75 points of the score distributions are also higher for the FSO group. (Table 6.)

TABLE 6—EQUATING OF SPECIAL VERBAL TEST TO GRE VERBAL SCALE

	NSD2 S.V.	S.V. converted to GRE-V	National candidates GRE-V
Mean.....	18.239	565	518
S.D.....	5.752	107	126
N.....	1,007	1,007	125,741
C ₂₅	14.775	501	426
C ₅₀	18.734	575	517
C ₇₅	22.338	642	611

CORRELATIONS

To further aid in interpreting the tests, the correlation matrix for four of the tests considered here (viz. GRE Verbal, GRE Quantitative, FSO General Ability, and FSO Special Verbal) based upon the 909 persons previously mentioned is shown in Table 7.

TABLE 7.—CORRELATIONS

	GRE-Q	FSO-total	FSO-SV
GRE-V.....	0.52	0.73	0.75
GRE-Q.....		.74	.46
FSO-total.....			.82

The FSO General Ability test total score is correlated .73 with GRE Verbal and .74 with GRE Quantitative. This means that between .5 and .6 of the variance of the total FSO score can be explained by a linear regression on either GRE Verbal or GRE Quantitative. In this sense, the FSO General Ability test can be said to reflect Verbal and Quantitative abilities in equal degree. It is interesting to note in this connection that the Special Verbal test did not correlate much more highly with the GRE Verbal than did the total test, but it did have a lower correlation with the GRE Quantitative.

CONCLUSIONS

The major results of this study suggest that there has been no change in mean level of ability of FSO candidates that is large enough to be of any practical importance during the three year period studied. It is also felt that the evidence indicates that the mean level of performance of FSO candidates is higher than that of GRE National Program candidates, at least in tests of verbal ability.

It is hoped to present similar reports in coming years.

Senator PELL. The record will be left open for at least 2 weeks.

I would like, incidentally, to further compliment the principal sponsor of the legislation, who believes in this bill so strongly. Actually, he and I both are on the Georgetown Center for Strategic Studies and have a longstanding interest in this general field.

I have a couple of thoughts as we wind up today's hearings.

One is, I am wondering what sanction there is to cause people to stay in the government service. I don't think they can sign a contract or anything of that sort. I think it would be very difficult to implement that portion of the program. What is your thought?

Senator DOMINICK. We have one now, of course, with respect to the military, for anybody who goes through the Academy. The theory is that if you successfully complete it and you undertake this examina-

tion in view of the support you have received from the government, **that you would agree to serve.**

I considered this when we drafted the bill. I believe the model for the language I used was the Legislative Reorganization Act of 1968, under which congressional committees could provide for specialized training for members of their professional staffs. Precedent also exists for not including any means of enforcement, for example, the National Defense Education Act, and national teaching fellowships and educational opportunity grants under the Higher Education Act.

Senator PELL. Another thought was the possibility of changing the name from Foreign Service Corps to Foreign Service Scholarship Program, this may sound like semantics but it would perhaps have a lessened effect on the clique concept.

I was wondering whether that idea had been discussed before.

Senator DOMINICK. It has been. I have been perfectly flexible on this. We put the word "Corps" in to begin with because of the Teacher Corps, the Peace Corps, and other programs of similar attraction.

I am perfectly willing to change the name.

Senator PELL. Another point is in connection with the appointing process.

I am a little bothered by that because I am one of the rather small minority, I guess, who really are not happy with the way we now appoint our people to the services academies.

I am not at all convinced that it should be within our prerogatives to do it.

I have some hesitancy about seeing Members of the Congress with increased appointing powers rather than decreased powers. It looks as if we finally are out of appointing postmasters, and I hope we get out of appointing cadets at some point.

I think we should be going in the other direction.

Senator DOMINICK. On the cadets, I would disagree with you. That is one of the best things we do when we really work at it. I thoroughly enjoy it.

On this we have a little different situation. What we do is simply nominate people to take the exams. They have to do it on an examination basis from there on in, and are selected on order of merit.

Senator PELL. That is like the Merchant Marine Academy.

Senator DOMINICK. I believe that is correct. No problem at all.

I would think we have a different situation here than we do with the academy.

Senator PELL. I thank you very much.

At this point I order printed all prepared statements of those unable to appear for the hearing and other pertinent material submitted for the record.

SYRACUSE UNIVERSITY RESEARCH CORPORATION, POLICY INSTITUTE,
January 27, 1970.

Senator PETER H. DOMINICK,
*Senate Office Building,
Washington, D.C.*
(Attention Mr. Richard Spelts).

DEAR SENATOR DOMINICK: I am sorry that my schedule has precluded my appearing in person to testify on behalf of S. 939. It is an important piece of legislation and, in my estimation, deserves whole-hearted support from the Congress and the President.

147

For the benefit of the record, let me identify myself. I am presently Chairman of the Policy Institute of Syracuse University Research Corporation. The Policy Institute is a nonprofit organization devoted to policy studies at home and abroad. For almost a decade, until February 1, 1969, I was Dean of the Maxwell Graduate School of Citizenship and Public Affairs of Syracuse University. In that capacity, I was in part responsible for the pre-service and mid-career education of scores of young Americans interested in foreign service careers. In addition, for a number of years during the decade of the 1960's, I was chairman of the Commission on International Education of the American Council on Education. I am also a member and a past officer of the National Academy of Education. In all of these capacities I have had a deep interest in the kinds of problems addressed by your bill.

Three existing realities make S. 939 especially needed at this time in the nation's history:

1. The continuing and necessary involvement of the United States government in foreign countries—in terms of diplomacy, trade and commerce, cultural and educational exchanges, international scientific and technical agreements and services, collective security, finance, and technical assistance—cannot realize desired goals unless relevant American officials are superbly educated, appropriately skilled, and highly motivated.

2. There is at the moment no program, beyond the limited and unpredictable FSO examination-and-placement schedule (for entering officials), and the equally limited Foreign Service Institute and National War College opportunities (for mid-career officials), designed to create an educated manpower resource for our various public career services overseas.

3. Adequate pre-service and mid-career training for all of the foreign service posts of the United States Government will not and cannot be provided without a carefully structured program such as yours—involving as it does the highly differentiated resources of higher education across the entire nation.

In spite of a vast number of public and private studies to the contrary completed since World War II, there is still a widespread notion that America's foreign service is largely limited to the career FSO pattern. The fact is that career foreign service officers—important as they are to the conduct of American foreign policy—account for only a small fraction of American public officials overseas.

S. 939 takes full account of the richness and diversity of talent needed to man America's foreign affairs and international responsibilities. The bill is realistic in terms of numbers and costs.

At some point, of course, it will be important to work out the conditions of indenture for pre-service Corps members; and the question of adequate living allowances should perhaps not be frozen into law during an inflationary period (unless stipends are noted in terms of, say, 1967-68 constant dollars).

But these are details. The basic notion of a Foreign Service Corps is, in my estimation, sound. It would insure high-level quality in our various foreign services. It would prompt our colleges and universities to fashion and refashion academic programs needed to optimize both pre-service and mid-career academic programs for a truly enlightened Corps of United States Foreign Service personnel.

Sincerely,

STEPHEN K. BAILEY, *Chairman.*

NATIONAL ACADEMY OF SCIENCES,
OFFICE OF THE FOREIGN SECRETARY,
Washington, D.C., August 2, 1968.

HON. PETER H. DOMINICK,
U.S. Senate, Washington, D.C.

DEAR SENATOR DOMINICK: I have just returned from some lengthy travels overseas and have noted your letter of July 12 with the information concerning your amendment to the Higher Education Act. In my opinion this is an important step forward and I congratulate you on your foresight.

Thank you very much for keeping me informed about this matter.

Very truly yours,

HARRISON BROWN,
Foreign Secretary.

COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK,
New York, N.Y., August 12, 1968.

Hon. PETER H. DOMINICK,
Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR SENATOR DOMINICK: On returning from a short trip I was very happy to find your letter of July 12, 1968, together with your address of June 26 and the text of S. 3700. Your proposal for the establishment of a U.S. Foreign Service Corps is a farsighted one, and, if adopted by the Congress, it could make a tremendous difference in the awareness of our people about our responsibilities in world affairs and in the effectiveness of both the study and the conduct of our foreign policy in its very wide ramifications. I want to congratulate you on your forceful presentation of the Bill and on its careful drafting.

Because of my absence from the city, I am not sure about the present fate of S. 3700 in the final stages of the omnibus bill on education. Perhaps your staff could send me, as a matter of routine, further information about the progress of your Bill in this and later sessions.

If the Committee on Labor and Public Welfare should decide to invite testimony from knowledgeable people in the field of foreign affairs and foreign affairs education, I would be happy to suggest some well-informed and experienced people, although I am sure you already have too long a list!

May I now offer a few substantive comments on the Bill? It is *excellent* in both its broad purposes and its realistic provisions for execution of the program. Because of the strenuous efforts made since 1945 by universities and colleges, and by several foundations, the institutions of the country offer a wide range of intensive programs on international affairs generally and on the intensive study of most of the areas of the world. Your Bill provides a flexible and efficient way of tapping these large resources of training and research. Over the past twenty-two years the Department of State and the three Armed Services have made some use of the university resources for specialized advanced training in international and area studies; your Bill will greatly strengthen this use by giving the process of training greater continuity and greater support. The age between twenty-eight and thirty-eight is the most desirable one for civilian and military officers to receive this intensive training. Such officers have generally played a constructive role in the various university programs because they are themselves a demonstration of the importance of these international services to the government and they give those who are still students a sense of purpose and realism that is very useful to them in their choosing a government career in the international field.

I now have several additional suggestions to put forward:

(1) Relative emphasis between undergraduate and graduate training. Most students come out of secondary schools not yet able to make realistic and permanent choices of their careers, and therefore I would suggest decreasing the proportion of undergraduate fellowship-holders and increasing the proportion of graduate fellowship-holders. If the program provides for the admission of as many as 4,300 students under Section 905(3)(c), a high proportion of these undergraduate students will certainly choose other careers by the time they have graduated from college, for example, business, law, and other careers. Thus, I would respectfully suggest that the purposes of the program would be better served over a period of twenty years by decreasing the number of undergraduate students working under it, and admitting them to the fellowship competition for their third and fourth years of undergraduate training, and by increasing somewhat the number of graduate students. I think I can say that the general experience in the field of international studies suggests that the first two years of graduate training are the crucial ones in defining career interests and in providing graduate students with the basic intellectual and research training they will need.

(2) Size of fellowships. The amount of the fellowship assistance, set forth under Section 906, is substantially below the levels currently offered by colleges and universities. Most colleges and universities now figure subsistence at \$200.00 per month of training, plus \$50.00 per month for a spouse, and \$30.00 per month for a dependent child. If both husband and wife are students under the program, they would need about \$300.00 per month, plus \$30.00 per month for each dependent child. Setting the subsistence rate below the currently accepted levels would make acceptance under this program a second-best choice and something of a hardship for the ablest students; I would rather see a number of appointees

decreased somewhat and the rate of subsistence set at the current standard.

(3) Assistance to universities and colleges. Under the program as drafted, colleges and universities will receive only the payment of direct tuition charges. These, as we all know, represent from one-half to one-third of the actual cost. Some programs today provide for compensatory payments beyond tuition to the receiving institutions, and in this way they help to strengthen the institutions and enable them to do a better job for all their students, including those under this new program and those who come to them in the usual way. Perhaps some consideration should be given to this problem.

(4) Internships. Internships provide a splendid introduction to government careers. Current intern programs are somewhat uneven and fluctuate greatly from year to year. Perhaps more specific provision could be made both for supplementing academic-year training with summer intern programs, together with provision for professional development and supervision of the intern programs. The general effect of such programs is to increase both the flow of trained people into government service and to make the transition into government service smoother and swifter.

(5) Assignment of government officers and employees into the Corps. (Section 907). Past experience has shown that administrators are very reluctant to assign their best officers, or to assign them in adequate numbers, if the agency or department concerned is obligated to pay the salary of officers so assigned. For example, the Foreign Service Institute found great difficulty in getting the best recruits until it was given an appropriation to allow it to replace the salaries otherwise charged to the department or agencies concerned. Administrative officers of departments have found that appropriations subcommittees were inclined to cut back allocations for personnel, on the grounds that the mere assignment of officers to advanced training showed that the given department or agency was overstaffed! Perhaps this question should be explored further.

(6) Later assignment to government service. Some difficult questions will arise in the execution of Section 909, relating to the assignment of students who have completed an undergraduate or graduate program under the provisions of the Bill to government service. Some students will simply decide to decline, for various reasons, whatever assignments are offered to them, and thus they will have received the benefit of this special fellowship program without rendering any compensatory service to the government later on. While these are matters which the Board will have to cope with, they will not be easy to resolve. In addition, opportunities for government service fluctuate greatly from year to year; in the current year, 1968, recruitment to government service is at a very low level, compared with a good many other years. These fluctuations may mean that students completing a degree, for example, in 1968 would find relatively few opportunities for government service and therefore would have to be released from their moral commitment in a high proportion, whereas in other years the pressure on new graduates to fulfill their commitment would be very high, with a wide range of opportunities available. The question of carrying out this commitment, and of evening out the fluctuations from year to year, are matters that will have to be dealt with by the Board, rather than by legislative procedures, but I do feel I should point to the problem.

(7) Minimum period of compulsory service in the United States. The provision of Section 910 is an excellent one, but perhaps it should be dealt with under the provisions for the various services as a whole, rather than establishing within those services a special category for those who have received training under the provisions of the Bill.

(8) Foreign Service Institute. The Foreign Service Institute (Section 911) does some things very well, indeed, particularly intensive training in languages. Frankly, no university or college can afford to provide the highly intensive and efficient training in languages, now provided by the FSI. Otherwise, the coordination of the FSI programs with the broader program set forth in the Bill is an excellent idea.

(9) Staff of the Board. I am not quite certain of the legal and administrative effect of Section 912. Past experience suggests that a somewhat larger professional staff than five (5) might be needed, for the process of planning the programs, checking on the facilities of different universities and colleges, administering the competitive examinations, reviewing the progress of the students, and then supervising their induction into government service; this would require some highly skilled people not a great many, I would hope, but certainly more than five (5).

150

(10) Services by contract. It might be desirable for the Board to have authority to contract out certain services. For example, careful study might suggest that it would be best for the competitive examinations to be prepared, administered, and graded under contract to somebody, for example, the College Entrance Examination Board. Several non-governmental or semi-governmental bodies have a good deal of experience in administering internship programs, and perhaps the Board would decide to carry out this part of the program through the contract device, rather than setting up a larger staff for direct administration. These are only suggestions, but I am not clear whether the provisions of S. 3700 include (see Section 913) authorization to enter into contracts for specific and closely supervised services of a specialized nature.

In general, as you can see, my suggestions point to emphasizing graduate over undergraduate training, doing a more thorough and therefore more expensive job of training, and making more adequate administrative provision, so that the program will achieve its full purposes and its full impact on national and international life.

I remain, dear Senator Dominick, with highest regards,
Very sincerely yours,

PHILIP E. MOSELY,
*Director, Associate Dean,
Faculty of International Affairs..*

ANNANDALE, VA.,
June 28, 1968.

Senator PETER H. DOMINICK,
*Senate Office Building,
Washington, D.C.*

DEAR SENATOR DOMINICK: I have just read your remarks in the Congressional Record of June 26 introducing a bill to establish a Foreign Service Corps. This is an interesting proposal, deserving of the closest attention of the Congress.

As you well point out in your remarks, this nation has a great stake in world affairs. As a great power, we have great responsibilities. Expressive of this is the large number of employees of federal departments and agencies serving abroad. Few of these have had the benefit of careful preparation for the performance of their overseas duties. None has had professional preparation in diplomacy, including our diplomatic officers. It has long been urgent that this professional preparation be provided such employees, as well as those government officials in Washington who are involved in foreign affairs.

I trust your bill will receive the serious consideration it merits.
Very sincerely yours,

SMITH SIMPSON.

(I am a retired Foreign Service officer and author of *Anatomy of the State Department*, which has attracted nationwide attention).

WASHINGTON, D.C., February 1, 1970.

Hon. PETER DOMINICK,
U.S. Senate.

DEAR SENATOR DOMINICK: You have invited comment on your bill proposing a Foreign Service Corps (S. 939), on which hearings were recently held. You are certainly to be congratulated for introducing and pushing this concept, and especially for advocating a scholarship program rather than an academy.

This seems to me an excellent way to promote foreign service of all sorts as a career. To give foreign affairs a boost in the competition for undergraduate and graduate attention is badly needed these days when the country has recently begun to emphasize domestic outlets for the energy and practical idealism of our younger people. The bidding keeps going up for talent to attack our public problems of all kinds, and as occupational fashions ebb and flow there is danger of foreign affairs being neglected. We cannot afford to leave that part of the country's work to lag in the competition.

You have wisely left broad scope for the judgment of the Board of Trustees. Yet, without trying to comment in detail on the whole Bill, I wonder if Sec. 1208 should not be amended to provide at least some statutory minimum time of service.

151

This letter is written because of my interest in education for international affairs. I have served on the International Relations faculties of several universities—Columbia, Duke, Princeton for a considerable time, and American most recently—and also of the National War College. For some years I have served on the Board of Trustees of the Graduate School of International Studies/Social Science Foundation of the University of Denver and am currently Chief of Training (Personnel Division) of the World Bank. Naturally, I am writing as a private U.S. citizen.

Respectfully yours,

R. W. VAN WAGENEN.

COLORADO STATE UNIVERSITY,
Fort Collins, Colo., February 11, 1970.

HON. PETER H. DOMINICK,
U.S. Senator,
Senate Office Building,
Washington, D.C.

(Attention of Richard Spelts, legislative assistant).

DEAR SENATOR DOMINICK: Thank you for your letter addressed to Dr. Foss concerning your bill S. 939. Dr. Foss and I discussed this legislation. He asked me to review it because of my particular responsibility for instruction in the international relations area at Colorado State University.

We feel that this is particularly useful legislation. I am sure that there is much that our civil servants in various departments could gain from an understanding of the world around them and the U.S. role in world affairs which would make more effective their service to the American people in their functions abroad. We are somewhat dismayed that the State department does not support this legislation because the State department itself has placed foreign service officials up to the level of ambassadors in academic programs for a year or two. Surely if State department personnel can benefit by close contact with the resources of the American universities, isn't there even greater need for civil servants on international assignments in other federal departments to experience a similar opportunity.

It should also be noted that universities would have to gain from enrollment in their student body of students who have had overseas experience or are anticipating an overseas assignment. We feel that vital applied research would develop within universities arising from a need to consider practical problems faced by overseas personnel and for which theoretical insight, reflection and understanding would be most useful. We can foresee the development of an important resource in masters theses, doctoral dissertations, monographs and papers dealing with a wide variety of problems faced by our people serving abroad.

We hope that recipients of scholarships under your bill might have a wide choice of universities offering good programs in the social sciences with some emphasis in international relations, that the legislation is not introduced to exploit solely those universities that have established schools of international relations. We know from experience that international relations is effectively taught in the broader context of graduate programs in political science. For instance, in Colorado the University of Colorado and the University of Denver as well as Colorado State University provide programs in the field of international affairs at the graduate level even though only Denver University has a graduate school of international studies.

Best wishes to you in this endeavor.

Sincerely,

J. LEO CEFKIN,
Professor.
PHILLIP O. FOSS,
Chairman.

WASHINGTON, D.C., July 23, 1968.

HON. PETER H. DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR PETER: I read with keen interest the amendment which you introduced to the Higher Education Act, and which you enclosed in your letter of 12 July. I hope you are successful in getting it through. Certainly we need some method

152

of revitalizing the Foreign Service. There are some wonderful people in that Service, but for some reason or other they do not seem to have the spirit which should be expected. Your amendment would help.

With warmest personal regards,
Sincerely yours,

ARLEIGH BURKE.

EDUCATION COMMISSION OF THE STATES,
Denver, Colo., February 24, 1970.

HON. PETER H. DOMINICK,
Committee on Labor and Public Welfare,
U.S. Capitol,
Washington, D.C.

DEAR SENATOR DOMINICK: I am writing in support of S939, a bill amending the Higher Education Act of 1965 to provide for a foreign service corps. It seems particularly appropriate that this bill be submitted as an amendment to the Higher Education Act of 1965 for it does recognize the integral relation of higher education and higher educational institutions to the preparation of persons for foreign relations and foreign service. Further, as the bill is drafted instead of duplicating already existing programs and institutions it utilizes the experience, knowledge, and continuing research capabilities existing in our higher education institutions in this highly critical field for the nation's welfare.

Looked at in this perspective the bill has decided advantages over either the present lack of coordinated efforts in the development of foreign relations and foreign services officers on the one hand, or, alternate proposals to develop a separate foreign service academy on the other. Among these advantages are the following: (1) It will or should reinforce existing qualitatively superior higher educational undergraduate and graduate programs in international relations and lead to the strengthening and establishment of new ones. (2) It will or should give a new direction, structure, and encouragement to capable young people and current government employees to further their education in this vital area and translate their education into national service, and open up a much wider opportunity than could be possible through a single institution. (3) Through the utilization of a number of higher educational institutions it will or should avoid what might be described as a tendency towards the parochialism of a single institution or an "academy" and thus will come closer to insuring freshness and new insight in this vital field. (4) At the same time it will or should encourage interinstitutional cooperation and complementation in the development of more adequate programs and research in international relations. (5) Through its field training and in-service provisions directly related to the academic programs it will bring to bear both the relevancy of academic programs to national service and national policy and will bring the freshness and practicality of field service to academic considerations and course work. It does seem to me that to be fully successful the planning of field service should be a co-operate effort among the Board, the departments or institutions involved, and the officers of government so that the field service will form an integral part of the total education program rather than being an adjunct or ancillary experience.

Your bill does both in principle and specifications exemplify the kind of emphasis upon conservation and encouragement of existing resources, cooperation between the federal government and higher educational institutions, and mutual reinforcement of efforts in the interest of the national welfare which are badly needed in the nation at the present time.

I am delighted to see that the Board of Trustees of the Foreign Service Corps as proposed includes a substantial number of educators as well as legislators and the Secretary of State. This composition insures a balance and breadth of perspective such a board will surely need.

I am somewhat concerned about the rather elaborate method of selecting nominees permitted to take the competitive examinations. While I fully appreciate the need for wide geographical and political distribution, I am afraid that the proposed method of nomination may restrict some highly capable young people without political connections. I wonder if it would not strengthen the bill to include at least some percentage of 8,418 places for persons meeting all other conditions but applying directly for permission to take the qualifying examinations.

153

I am delighted at the restriction that the Board of Trustees shall not have the power to appoint faculty members in individual institutions. This will help preserve the necessary autonomy of the cooperating institutions on which not only effective participation but institutional and programmatic integrity must rest.

Respectfully yours,

RICHARD M. MILLARD,
Director, Higher Education Services.

ANNISQUAM, MASS., July 24, 1968.

HON. PETER H. DOMINICK,
*U.S. Senate
Washington, D.C.*

DEAR SENATOR DOMINICK: Your letter was forwarded to me here at my summer place and so did not reach me until a few days ago. Since then I have read in the New York Times that your bill has passed the Senate, so that I think there is no further need for me to write our Senators about it.

As a former member of the advisory board of the Foreign Service Institute I am well acquainted with the problems of training for service abroad. I have therefore read your bill with great interest. I think it is an excellent bill, that will do much to strengthen our staffs abroad. I trust that it will soon be enacted into law. Meanwhile, I congratulate you on your initiative and on your success so far.

Sincerely yours,

WILLIAM L. LANGER,
Professor of History, Harvard University.

UNITED BUSINESS SCHOOLS ASSOCIATION,
OFFICE OF THE EXECUTIVE DIRECTOR,
Washington, D.C., January 29, 1970.

HON. PETER H. DOMINICK,
*U.S. Senate,
Washington, D.C.*

DEAR SENATOR: Many thanks for your nice letter of January 26, 1970, and the telephone call of January 28, 1970, concerning hearings on your bill, S. 939, a scholarship program in fields related to foreign relations.

As you correctly noted in your letter, we are always glad to hear of expansion of any education program; but the thrust of this particular measure is not directly related to the efforts of the schools which enjoy membership in this Association.

However, we are always concerned with the definitions of "an institution of higher education" as they appear in any legislation. In reviewing the arrangements proposed under your measure, S. 939, and as outlined in Section 1204, it would seem that the approval of "non-Federal institutions of higher education" would be left largely to the Board established under the bill, as well as the approval of the general curriculum and the full-time courses of study.

We are always concerned over the details of these types of definitions. It is always our hope that such definitions or the legislative history of such definitions would reflect the eligibility of any institution accredited by a "nationally recognized accrediting agency" so designated by the Commissioner of Education pursuant to P.L. 82-550 and subsequent legislation to be considered for inclusion in the program.

In reviewing S. 939, I find no restrictions on the authority of the Board that would be established to limit such "non-Federal institutions of higher education," as referred to in Section 1204 of the measure, to only regionally accredited institutions or nonprofit institutions or some such narrowing language. It would be my hope that any committee reports might reflect an intent of the Congress that the types of institutions involved are subject to the approval of the Board but all types of institutions, just as long as they are accredited, would be eligible for consideration.

Thank you very much for notifying me of the imminency of the hearings. The best of luck.

Sincerely,

R. A. FULTON,
Executive Director and General Counsel.

154

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION,
Boulder, Colo., March 6, 1970.

HON. PETER H. DOMINICK,
Committee on Labor and Public Welfare, U.S. Senate, Senate Office Building,
Washington, D.C.

(Attention Mr. Richard Spelts).

DEAR SENATOR DOMINICK: Senate Bill 939, proposing a Foreign Service Corps, has recently come to my attention. After having read the Bill and your comments concerning it, I would like to say that I judge S-939 to be a potentially valuable contribution to our system of educating citizens for international relations.

While this seems to be a time when public opinion is pushing this country into isolationism, I sense that both our youth and our public leaders are very concerned about increasing our sophistication in international affairs. Most of us would like to see a reduction in foreign commitments, especially of the military variety. But no one would like to see this desire translated into reduced support for our overseas personnel who must contribute to peaceful relations with other countries. In his *Memoirs*, George Kennan points out that such false economies were practiced just prior to World War II and had disastrous consequences.

In fact, this is an opportune time for a dramatic step forward in educating Americans for international service. Your bill represents a logical move in the right direction. It can be quickly implemented since it makes use of existing facilities. It will contribute to the depth and diversity of Americans working in overseas posts, since it will support students in a broad variety of institutions. And it promises to be a program with flexibility for adapting to future needs, since it will not be tied to a single school with a rigid structure.

I was especially impressed by your foresight in including the possibility for field education in S-939. W.I.C.H.E.'s Economic Development Internship Program has proven that field education can greatly enhance a student's education.

Please do not let my comments suggest that I am opposed to the idea of a Foreign Service Academy. While I am naive about the politics involved in the Academy proposal, I do feel it is an idea whose time has long since come. However, establishing an Academy would be quite an expensive proposition that should probably be postponed until we can reallocate some of our country's scarce resources. On the other hand, your proposal, S-939, would provide the greatest return for the least investment, while still not precluding an Academy in the future.

With my best regards,
Sincerely,

ROBERT S. HULLINGHORST,
Director, Resources Development Program.

THE URBAN COALITION,
Washington, D.C., July 30, 1968.

HON. PETER H. DOMINICK,
U.S. Senator,
Washington, D.C.

DEAR SENATOR DOMINICK: Your letter of 12 July attaching a copy of the Congressional Record excerpt relating to the bill you have introduced concerning the training of men for the United States Foreign Service Corps was received during my absence from the office for a two week period. I am in agreement with the proposal you have made and hope that this activity can be included in the Omnibus Education Act of 1968. Thank you very much for your thoughtfulness in bringing this matter to my attention.

Yours very sincerely,

T. KEITH GLENNAN,
Assistant to the Chairman.

PRINCETON UNIVERSITY,
CENTER OF INTERNATIONAL STUDIES,
Princeton, N.J., July 29, 1968.

Senator PETER H. DOMINICK,
Committee on Labor and Public Welfare, U.S. Senate,
Washington, D.C.

DEAR SENATOR DOMINICK: I wish to thank you for your letter of July 12, which arrived while I was on a short trip abroad, and to thank you for sending

155

me a copy of your amendment to the Higher Education Act which seeks to establish a United States Foreign Service Corps.

Those of us who are devoting our lives to educating young people in the field of international studies feel strongly that there should be a close cooperation between universities and the federal government, and in the next few years financial support will be sorely needed. I hope that your amendment meets with success.

Sincerely,

CYRIL E. BLACK.

UNIVERSITY OF VIRGINIA,
Charlottesville, Va., August 27, 1969.

HON. PETER H. DOMINICK,
U.S. Senator, U.S. Senate, Committee on Labor and Public Welfare, Washington,
D.C.

DEAR SENATOR DOMINICK: I have read with much interest your bill to provide a United States Foreign Service Corps and your statement accompanying its introduction. I am in sympathy with the objectives of the bill, with the utilization of existing educational facilities for the development of personnel in foreign affairs, and with the avoidance of a National Foreign Service Academy.

On the other hand, this bill does not accord with my own estimates of priorities of needs for educational training in this field. In the first place, I think there is little or no shortage of qualified college graduates seeking international work in the federal government. Indeed, I have no idea how 3,500 graduating seniors each year could be accommodated in international work in federal agencies. In fact, there is already a large surplus of graduating seniors who have majored in international relations in relation to job openings in this field.

There is a shortage of qualified college graduates from under-privileged and minority groups which gives our overseas personnel a seriously unrepresentative character. For example, the last I heard, there were a total of 19 Negroes in the officer corp of the Foreign Service, which comprises something like 3,500 officers. I would be enthusiastic about a bill which offered special help for providing suitable college education to minority representatives who show promise of serving the country overseas.

I think the biggest need in training for foreign affairs personnel is at the graduate level of mid-career officers, and all of the agencies operating overseas except the military departments are seriously deficient in this respect. I would not, however, focus the training on international relations. My impression is that the majority of Foreign Service officers are pretty well versed in international relations and further that a good deal of the academic approach to this subject at some of the strongest universities is not particularly useful to the practitioner in the field. It seems to me that the principal deficiencies of foreign affairs officers are in such fields as: knowledge about American society and American government; knowledge about the culture, the people, the economics and the governments of specific areas of the world; knowledge about international economics; knowledge about the processes of social, economic, and political development; knowledge about military and security affairs and their relation to foreign policy; knowledge about public management of complex enterprises in foreign lands. Very little of these subjects fall within the accustomed rubric of international relations.

Finally, I see few advantages and many disadvantages in removing the Foreign Service Institute from the jurisdiction of the Department of State. It is my impression that the Institute has done a good job considering the miserable inadequacy of its budgetary resources. However, a board such as the one proposed in your bill might be more successful in gaining resources, and this alone might be reason enough for establishing it.

I appreciate this opportunity you have given me to comment on your bill.

Sincerely yours,

FREDERICK C. MOSHER,
Professor.

156

AMERICAN FOREIGN SERVICE ASSOCIATION,
Washington, D.C., January 26, 1970.

HON. PETER H. DOMINICK,
U.S. Senate,
Old Senate Office Building,
Washington, D.C.

Attention: Mr. Richard Spelts.

DEAR SENATOR DOMINICK: The American Foreign Service Association appreciates the invitation to testify in the matter of S. 939, your bill to authorize a United States Foreign Service Corps.

I am pleased to submit the attached statement for the record in the Association's behalf.

With best wishes,
Sincerely,

CHARLES W. BRAY III,
Chairman of the Board.

PREPARED STATEMENT BY THE AMERICAN FOREIGN SERVICE ASSOCIATION

The American Foreign Service Association is the professional organization of the men and women in foreign service. The 8,000 members are drawn primarily from the Department of State, Agency for International Development, and the United States Information Agency.

The Association applauds the intent of S. 939. The need for trained young people—and particularly those with professional skills ranging from administration to space sciences—is great and growing in foreign affairs. Equally needed are the human and financial resources to maintain and improve the technical competence of the men and women already serving in foreign affairs; it is a sad commentary, for example, that while the military services can maintain 10% of their officers in long-term training, the Department of State is unable to do so for more than 3% of its officers. This is a shocking statistic and a woefully inadequate investment in the Department's only resource—people!

To our regret, however, the Association cannot support S. 939 as written.

Our reasons are as follow:

Concept. In an important sense, we believe that the concept of a "Diplomatic ROTC" is an idea whose season has passed. Recent experience with military ROTC programs suggests that this is the case. More importantly, perhaps, there is mounting evidence that in mid-century America the primary educational problem is not that of providing subvention to the student, but rather one of enabling his university to make ends meet.

From our recent contact with academic institutions, it is clear that while all of them are facing a funding problem, university-level international programs are in critical difficulty. The major foundations and other donors who contributed substantially to the inception of many such programs following World War II are increasingly devoting their resources to domestic programs. No alternative sources of funds have appeared to make up the growing shortfall.

S. 939 does not meet these problems. We would support a bill that did.

Management. The administration and direction of a United States Foreign Service Corps would require a substantial investment of time and effort by its Board of Trustees. Given the extraordinary demands already levied on the time and energies of the Secretary of State and members of both Houses of Congress, we do not believe they will be in a position to provide the leadership required. Five professional staff members could not adequately fill this "managerial gap." Indeed, it may be worth investigating the numbers of staff required to run military ROTC programs, so as to provide a truer picture of administrative requirements.

Recruitment. At a moment when the agencies in foreign affairs are both broadening and deepening their recruiting and selection processes, S. 939 would have the opposite effect.

To take one example, the Foreign Service of the Department of State has traditionally been the preserve of the generalist. The specialist—be he financial economist, specialist in public administration, information systems engineer—has been relegated to second-class status. The costs of this tradition, in an increasingly complex and technical world, have been great. The Department, in major measure as a response to the Association's initiatives, has come to recognize this fact. It is currently engaged in revising its recruitment and selection pro-

cedures to reflect this recognition, and there is some hope that the specialist will come to play his proper role in foreign affairs as a result.

The Association believes there is serious danger, as the United States Foreign Service Corps is presented in S. 939, that the terms of recruitment and selection, as well as the curricula currently available to the student in "international studies" programs would reverse this healthy trend.

Equally important at a time when the agencies in foreign affairs are actively seeking to broaden their recruiting base, we cannot perceive the results of the nomination process outlined in Section 1205 (b) and (c) as having any but the opposite effect. This seems to us unnecessary and unwise.

Finally, when the agencies in foreign affairs are concentrating increasingly on the problem of selecting the proper recruit to fill a specific and increasingly technical need, the application of Section 1209 (b) (2) may have unanticipated results. Those graduates of the United States Foreign Service Corps who complete a year of specialized (presumably language and area) study abroad, and who "shall" be appointed by the Secretary of State, may or may not be the most attractive candidates on the recruitment market in terms of the Department of State's needs at the time. The use of the word "may" in place of "shall" would represent an improvement.

Authority. S. 939 provides that the Foreign Service Institute shall be transferred from the control of the Secretary of State to that of the Board of Trustees of the United States Foreign Service Corps "for the furtherance of the objectives of the Corps."

The Association would oppose this provision of the bill, not because the Foreign Service Institute might not perform its functions equally well—or better—under a different aegis, but for other reasons.

On too many occasions to recount since World War II, the inception of new programs in foreign affairs has been accompanied by splitting responsibilities and functions off from the Department of State. The Department and successive Secretaries must bear some responsibility for this fact, but the costs in terms of dispersion of responsibility and authority in foreign policy have been very great. The time has come to reverse this trend.

Summary. The Association believes the principal objectives of any bill similar to S. 939 should be:

- 1) To provide institutional support for programs of international studies, broadly defined, at a time when they face critical funding difficulties;
- 2) To stimulate graduate and undergraduate interest in preparing for a career in foreign affairs, broadly defined, and to prepare students for such careers without narrowing the recruitment base from which the agencies in foreign affairs can make appointments.

The Association regrets that S. 939 does not appear to meet these two objectives satisfactorily. As a result, the Association cannot support S. 939.

The Association would be pleased to support a bill which did meet these objectives.

EDUCATION AND WORLD AFFAIRS, *Washington, D.C., July 26, 1968.*

Hon. PETER H. DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR SENATOR DOMINICK: I recently had the occasion to discuss with Irwin Sanders and Maurice Harari the amendment which you had introduced to the Higher Education Act to establish a United States Foreign Service Corps. They had both read with interest your letter describing the bill, and were disappointed to learn that the amendment had not been accepted in the floor debate.

At their request, I am writing to say how very much we appreciated your keeping us up to date on this important piece of legislation. As an organization, Education and World Affairs shares your concern in regard to the preparation of young Americans who are increasingly called upon to perform in some international capacity.

We hope you will find a more receptive atmosphere in the coming year, and may we suggest that if you feel our comments would be helpful to you regarding any similar legislation you may introduce, would you try and let us know in time for us to provide such assistance.

Yours sincerely,

ANDRE E. RHEAULT.

158

DIPLOMATIC AND CONSULAR OFFICERS, RETIRED, INC.,
Washington, D.C., March 20, 1969.

Senator PETER H. DOMINICK,
*U.S. Senate,
Washington, D.C.*

DEAR SENATOR DOMINICK: I am glad to have Mr. Spelts' letter of March 12 enclosing a reprint of your remarks in the Senate on February 7 when introducing S. 939.

Subsequent to my somewhat hurried examination of your bill last year, I have had further time to reflect on the subject of a Foreign Service Corps and I am even more enthusiastic about it this year than last.

As you may know, I retired from the Foreign Service on November 30, 1968, after more than three years as director of the Foreign Service Institute, which is the in-service training organization of the Department of State and other agencies having personnel overseas. Last year there were some 8,000 registrations in the Institute courses, including officers and employees from some twenty-six Federal departments and agencies. I am therefore particularly conscious of the training needs of our overseas personnel, and I know of no better way to meet these needs than to try to improve their pre-service training. Your bill is by far the best I have seen for this purpose.

A further reason for my own support is the improvement it offers in the selection of officers. Ever since 1924 we have recruited Foreign Service Officers through a one-shot competition examination. No possible design of such an examination, including the one-hour oral interview by a panel, is able to determine which applicants will make the best Foreign Service Officers. How useful it would be to have four years in which to observe a candidate, with summer internships during which the applicant could gain actual experience in a Federal agency—and be appraised at the same time. Both the government and the individual would gain a better appreciation of whether the individual is suited for the Foreign Service and vice versa. Not only would the calibre of our selections improve, but a much fairer opportunity would be given to the competing candidates than through the present system, which puts undue emphasis on ability to pass a single exam.

I shall be glad to testify in support of the bill.

Sincerely,

GEORGE V. ALLEN.

COLORADO STATE UNIVERSITY,
Fort Collins, Colo., February 10, 1970.

Hon. PETER H. DOMINICK,
U.S. Senate.

DEAR SENATOR DOMINICK: Being presently engaged in administrative work in which the international education programs on the Colorado State University campus as well as the technical assistance projects overseas of the University are coordinated, I have read with great interest your Bill to Provide a U.S. Foreign Service Corps (S. 939). My interest also arises from having spent some 25 years in the U.S. Foreign Service.

This Bill would open up major possibilities for strengthening the international education programs at many universities throughout the country and at the same time tend to ensure that a more adequate number of graduates are better prepared for overseas service. Also, in this age of rapidly changing world conditions, it would tend to ensure that a more adequate number of those already engaged in overseas work for the Government can obtain continuing training.

The need for adequately prepared experts in overseas positions of the Government has become increasingly urgent in recent years as our involvement has extended into new fields of science and technology with world-wide implications. We are also becoming aware that interdisciplinary approaches must be sought to meet the problems of development, and that the international dimension must be strengthened in the various disciplines.

This need is especially evident in considering the outstanding problem areas which the coming generation must face such as population control, food supplies and distribution, and environmental protection. As recognized by President Nixon in his Message to Congress on the Problems of Population Growth (H. Doc. 91-139, 91st Con., 1st Sess.), "We need more trained people to work in population and family planning programs both in this country and abroad. . . . The effects

159

of population growth on our environment and on the world's food supply call for careful attention and immediate action."

Please accept this expression of support for your Bill.

Sincerely,

ROBERT E. WHEDBEE, *Director.*

WASHINGTON, D.C., *July 23, 1968.*

Hon. PETER H. DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR PETER: I received your letter of July 12 with the excerpt from the "Congressional Record" with regard to the amendment which you have introduced to the Higher Education Act. I have noted this with great interest and shall certainly give it careful study. I am thoroughly in accord with the objective you have in mind. I appreciate your sending this copy to me.

Faithfully yours,

ALLEN W. DULLES.

STANFORD UNIVERSITY,
DEPARTMENT OF POLITICAL SCIENCE,
Stanford, Calif., April 11, 1969.

Mr. RICHARD J. SPELTS,
Legislative Assistant to Peter H. Dominick,
U.S. Senate, Washington, D.C.

DEAR MR. SPELTS: It was good of you to inform me of Senator Dominick's proposal for a U.S. Foreign Service Corps, and to give me an opportunity to testify or appear on behalf of it at scheduled hearings.

I have studied the materials you set me and talked to a number of colleagues about the proposal.

I would be pleased to be recorded as favoring the objectives and general concept of a U.S. Foreign Service Corps. There are solid grounds for expecting that, properly established and maintained, such a body could indeed make substantial, not merely marginal contributions to the recruitment and training of personnel for various departments and offices in the government engaged in foreign policy operations.

I urge that the Senate committees concerned with the matter give earnest and sympathetic consideration to establishing a viable U.S. Foreign Service Corps along the lines indicated in Senator Dominick's bill. It would be important in my judgment to provide such a Corps with a senior staff adequate in competence and numbers to discharge the considerable responsibilities assigned to it for effective management of the programs indicated.

I am unable to be in Washington to testify personally in this matter but will be glad to offer this letter as a written statement on its behalf.

Sincerely yours,

ALEXANDER L. GEORGE,
Professor of Political Science.

DUKE UNIVERSITY,
Durham, N.C., April 1, 1969.

Mr. RICHARD J. SPELTS,
Legislative Assistant to Peter H. Dominick,
U.S. Senate, Washington, D.C.

DEAR MR. SPELTS: This is in reply to your letter to me of February 26 in which you informed me of the resumption of consideration by the Senate of the proposed U.S. Foreign Service Corps. I have discussed this bill with several of my colleagues, and it seems a very worthwhile project. We believe that the proposed corps would encourage training in international relations in the institutions participating in the plan in a way no present grant program does. Moreover, it would give the foreign service as a career possibility the same status as a profession as those being trained for under existing National Defense Foreign Language and National Science Foundation fellowships. It would have the general tendency to offset some of the area specialization, which at the present time may limit the general training of students in the international field. The possibility of field work in connection with this program would be highly desirable and would supplement existing resources for the support of this essential activity.

We wish you success in your advocacy of this bill.

Warmest wishes.

DOUGLAS M. KNIGHT,
President.

160

MESA, ARIZ., January 21, 1970.

Mr. DICK SPELTS,
U.S. Senate,
Washington, D.C.

(Care of Senator Peter Dominick).

DEAR MR. SPELTS: After hurriedly replying to Senator Dominick's kind letter, I read again S. 939. I would like to state very briefly my impression of the bill.

The concept of the bill is unquestionably excellent but I am compelled to conclude that enactment of the bill in present form would only complicate the entire U.S. Foreign Service system. Some of the obvious reasons are:

1. The proposal to select 3,500 undergraduate students each year, I think, is neither realistic nor economical; therefore, impractical.

2—I could not support the concept of students being nominated by the President, Vice President, Senators, Representatives and Governors. Such a system, if put into practice, would have the effect of "command control". The nominating system could certainly weaken the entire structure. For example, any student nominated by the President, can put on enough pressure, directly or indirectly, upon the examination administrator to give him a better grade than he really deserves. That would be counter-productive.

3—I think 1500 graduate students each year are too many. Each U.S. agency abroad has different requirements and accordingly needs different qualifications.

4—Whether intended or not, the proposed bill would undermine the existing Foreign Service Career system. There are sufficient empirical reasons for such concern.

5—I, for one, would rather advocate modification, improvement, and expansion of the existing Foreign Service career system. The existing system's training program needs to be improved to meet the changing conditions in foreign affairs. For example, students who passed Foreign Service competitive exams must be made to take courses in cultural anthropology, psychology (political), international law, intelligence analysis, business management, accounting, etc. before being sent overseas.

It is my humble opinion that S. 939 in present form could only complicate the matter. I would recommend a thorough overhaul of our existing U.S. Foreign Service career system and give more intensive training attuned to the changing political horizon.

Sincerely,

STEPHEN H. CHOWE,
Professor, Thunderbird Graduate School of International Management,
Phoenix, Ariz.

PRINCETON UNIVERSITY,
Princeton, N.J., March 19, 1969.

Mr. RICHARD J. SPELTS,
Legislative Assistant, Office of Peter H. Dominick,
U.S. Senate, Washington, D.C.

DEAR MR. SPELTS: Many thanks for your letter of February 26 and its enclosure. I am sorry to learn of Senator Dominick's illness, and hope that by now he is well along the road to a complete recovery.

I regret that I cannot lend my support to the Senator's proposed bill to provide for a U.S. Foreign Service Corps. Although I strongly support the principle of increased assistance by the Federal Government to institutions concerned with the education of undergraduates and graduate students for careers in international affairs, I do not feel that the U.S. Foreign Service Corps as proposed in S. 939 is a suitable mechanism for so doing.

My objection stems from a strong feeling that the proposed Foreign Service Corps would inject unwanted rigidity into the recruitment of talented men and women into the international affairs areas of the federal service. Such a scheme would tend to reserve places in the Foreign Service and other U.S. agencies to young people who had opted for such careers while in high school. It is my experience that, particularly today, career patterns in many of our most able young people do not develop at such an early stage. The most creative and talented men and women who end up in the Foreign Service frequently do not elect upon a Foreign Service career until quite late in their undergraduate education, or perhaps even at a later time. For this reason I am especially opposed to the undergraduate aspect of the proposed Foreign Service Corps educational program, but I also have reservations concerning the graduate program.

First, and I must be blunt here, I do not like the geographical basis of nominations for the competitive examinations. It seems to me that there is no reason for

161

placing any restriction at all upon those who wish to take such an examination. There are no restrictions now placed on competitive examinations for the federal service, including the Foreign Service or the United States Information Service. Since the examinations are machine graded, a wider field places no greater burden on the examiners, and the process of seeking a nomination from a member of Congress or a governor strikes me as an unnecessary hurdle.

More important, however, my objection to the graduate aspect of the proposed Foreign Service Corps educational program stems from the same source as my objection to the undergraduate aspect—the supposition that the relatively small number of places in agencies such as the Foreign Service would go in very large measure to the graduates of such a program. This would work to exclude from such employment highly talented and creative people from other academic disciplines, who nevertheless could make an invaluable contribution to the Government's service in international affairs. In short, I am not persuaded that there is anything approximating a *profession* of international service, and therefore I feel that the creation of a Foreign Service Corps based upon an educational program which assumed the existence of such a profession would ultimately be detrimental to our common purpose of assuring that the most able and talented citizens of our country should enter the service of the Federal Government in its various international activities.

I would hope that this letter might be included in any record you are compiling. I would be happy, if you wish, to amplify it in the form of a written statement for the record once a firm date for the hearings is established. In addition, since these views accord with those of Dean Marver H. Bernstein and Associate Dean Richard H. Ullman of Princeton's Woodrow Wilson School of Public and International Affairs, I am sure that either of them would be happy to appear before the Senate Education Subcommittee at the appropriate time.

Sincerely,

ROBERT F. GOHEEN.

THE UNIVERSITY OF MICHIGAN,
DEPARTMENT OF POLITICAL SCIENCE,
Ann Arbor, March 11, 1969.

Mr. RICHARD J. SPELTS,
Legislative Assistant to Hon. Peter H. Dominick,
U.S. Senate, Washington, D.C.

DEAR MR. SPELTS: I am pleased to respond to your letter of February 26, 1969 regarding the proposed U.S. Foreign Service Corps. The proposal, indeed, is intriguing and I look forward to testifying at the hearing in mid-April. I lecture regularly at the Foreign Service Institute and have a research interest in foreign policy planning in general. Both from teaching and research perspectives, the proposed Corps appears to be a very worthwhile endeavor. I like the way it makes use of already existing institutions of learning while simultaneously being integrated with the present Foreign Service Institute.

Of particular interest to me is the prospect of educating and training Corpsmen in newer methods of analysis. For example, were participants to attend The University of Michigan they might have an opportunity to take part in the Institute for Public Policy Study here. IPPS is well equipped to give training in "systems analysis", etc. For too long has the Office of the Secretary of Defense dominated the recruitment of personnel with these skills. Let State get into the act! Institutes like the one at Michigan coupled with a Foreign Service Corps should go a long way toward providing the kind of analytic staff in foreign affairs comparable to some of the staff at Defense.

I look forward to the hearings.

Cordially,

RAYMOND TANTER,
Associate Professor.

(SUBCOMMITTEE NOTE.—Senator Dominick submitted a series of questions to selected Government agencies concerning personnel and training. The questions appear on the next page. Following the questions are two tables prepared by Senate staff summarizing key data in the replies as well as the text of the replies received from Agriculture, Commerce, Defense, HEW, Interior, Justice, Transportation, Treasury, and USIA.)

162

QUESTIONS

Civilian employees in foreign countries

1. Will you provide information on the various job titles or descriptions of your employees in foreign countries, including the number of employees in each classification. Please list separately citizens and non-citizens.

2. How many of your U.S. citizens employed in foreign countries received any inservice training after employment with your department?

(a) How many of such employees received additional education through (1) colleges and universities, (2) the Foreign Service Institute?

(b) What was the average length of time spent in such additional formal education?

Civilian employees within the United States

1. Apart from the U.S. citizens your department has located overseas, do you have employees of your department who reside within the United States but who administer Government programs involving contact with other countries, or have personal contact or regularly communicate with citizens of other countries?

2. How many employees of your department residing in the United States would you place in this category?

3. By general categories, what are the job titles or descriptions of these employees and how many do you have in each category?

SELECTED MAJOR AGENCIES WITH U.S. CITIZENS AS CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES, BY FUNCTION AND AMOUNT OF IN-SERVICE TRAINING

Agency	Total employees in foreign countries	Functions			Training	
		Clerical	Administrative	Technical	Employees trained	Average Number of weeks trained
Treasury.....	116	24	74	18	116	4
Defense.....	28,000	5,100	7,700	15,200	(1)	4
Justice.....	170	59	26	85	7	4
Interior.....	359	56	82	221	154	5
Agriculture.....	333	38	164	131	259	11
Commerce.....	160	3	70	87	16	6
Health, Education, and Welfare.....	181	2	8	171	174	4
Transportation.....	343	1	50	292	93	4
Information Agency.....	1,275	128	57	1,090	1,131	15
Total.....	30,937	5,411	8,231	17,295		

Note: Categorization by Function performed by Senate staff.

¹ Unknown.

SELECTED MAJOR AGENCIES WITH EMPLOYEES RESIDING WITHIN THE U.S. WHO ARE ADMINISTERING GOVERNMENT PROGRAMS INVOLVING CONTINUING CONTACT WITH FOREIGN COUNTRIES

Agency	Total employees dealing with foreign countries	Functions		
		Clerical	Administrative	Technical
Treasury.....	253	7	24	222
Defense.....	181	93	¹ 98	
Justice.....	1,556	0	4	1,552
Interior.....	151	18	27	106
Agriculture.....	966	0	200	766
Commerce.....	1,225	46	51	1,128
Health, Education, and Welfare.....	1,073	331	¹ 742	
Transportation.....	333	25	130	178
Information Agency.....	218	0	82	136
Total.....	5,956	520	¹ 1,358	4,088

¹ Defense and HEW figures include both technical and administrative categories.

Note: Categorization by functions performed by Senate staff.

163

DEPARTMENT OF AGRICULTURE,
OFFICE OF THE SECRETARY,
Washington, D.C.

Hon. PETER H. DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR MR. DOMINICK: The information responding to questions 1 and 2 of your letter of February 4, 1970, is enclosed. As agreed to by Mr. Dick Spelts of your staff, the data you desire on Civilian Employees within the United States will be forwarded by the end of this week.

I trust this information is satisfactory for your purposes.

Sincerely,

JOSEPH ROBERTSON,
Assistant Secretary for Administration.

U.S. DEPARTMENT OF AGRICULTURE EMPLOYEES IN FOREIGN COUNTRIES BY JOB TITLES AND CITIZENSHIP

	U.S. citizens	Noncitizens	Total
Accounting assistant.....		1	1
Accounts maintenance clerk.....	1		1
Administrative assistant.....		35	35
Administrative officer.....	9		9
Agricultural administrator.....	10		10
Agricultural commodity grader.....	2		2
Agricultural engineer.....	1		1
Agricultural management specialist.....	11		11
Agricultural marketing specialist.....		6	6
Agricultural market reporter.....	1		1
Agricultural specialist.....		29	29
Agronomist.....	13		13
Aircraft operator.....	1		1
Biological technician.....	1		1
Chemist.....	2		2
Civil engineer.....	13		13
Claims analyst.....		1	1
Clerk.....		16	16
Clerk draftsman.....		1	1
Clerk stenographer.....	1	7	8
Clerk translator.....	1		1
Clerk typist.....	1	3	4
Cooperative management advisor.....	2		2
Cooperative specialist transportation.....	1		1
Custodial.....		1	1
Drivers.....		2	2
Economist.....	18	27	45
Entomologist.....	9	2	11
Extension advisor.....	32		32
Field aid.....		88	88
Field laboratory administration.....		2	2
Field supervisor.....		5	5
Field technician.....		37	37
Food technologist.....	1		1
Foreign agricultural affairs officer.....	97		97
Forester.....	1		1
Geneticist.....	1		1
Horticulturist.....	1		1
Industrial specialist.....	1		1
Insect products technician.....		4	4
Inspector.....		4	4
Laboratory clerk.....		1	1
Laboratory helper.....		1	1
Livestock inspector.....	8	32	40
Mathematical statistician.....	1		1
Nutrition advisor.....	5		5
Plant pathologist.....	7		7
Plant pest control inspector.....	5		5
Plant quarantine inspector.....		1	1
Printing technician.....	1		1
Range conservationist.....		1	1
Research assistant.....	35	42	77
Secretary.....	14		14
Soil conservationist.....	12		12
Soil scientist.....	3		3
Statistician.....		1	1
Stock records clerk.....		1	1
Supply clerk.....		1	1
Translator.....	1		1
USDA chief of party.....	8		8
Veterinarian.....			
Total.....	333	352	685

164

QUESTION NO 2 (A AND B)

Agency	Number of employees	Inservice training received	College education received	FSI training received	Average length time in training (weeks)
ARS.....	83	35	15	13	5
C. & M.S.....	4	0	0	0	1
CSRS.....	1	1	0	1	5
ERS.....	9	1	4	2	1
FAS.....	133	133	15	121	13
FCS.....	5	1	1	0	1
FEDS.....	5	2	0	0	1
FES.....	33	33	25	33	19
FHA.....	10	10	1	8	4
FS.....	5	0	0	0	2
SRS.....	4	2	1	0	7
SCS.....	41	41	10	31	

DEPARTMENT OF AGRICULTURE,
OFFICE OF THE SECRETARY,
Washington, D.C., February 20, 1970.

Hon. PETER H. DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR SENATOR DOMINICK: The information requested in your letter of February 4, 1970, regarding Civilian Employees within the United States is attached.

If you or Mr. Spelts have any questions on our response, please have Mr. Spelts contact Mr. Severinson of our Office of Personnel, Code 111, extension 6905.

Sincerely,

JOSEPH M. ROBERTSON,
Assistant Secretary for Administration.

CIVILIAN EMPLOYEES WITHIN THE UNITED STATES

1. Apart from the U.S. citizens your department has located overseas, do you have employees of your department who reside within the United States but who administer Government programs involving contact with other countries, or have personal contact or regularly communicate with citizens of other countries?

Yes

2. How many employees of your department residing in the United States would you place in this category?

1,087

3. By general categories, what are the job titles or descriptions of these employees and how many do you have in each category?

Program administrators.....	76
Research administrators.....	116
Research scientists.....	634
Quarantine and disease control inspectors.....	131
Program reviewers.....	8
Marketing specialists.....	22
Extension specialists.....	21
Foresters.....	23
Investigators.....	17
Librarians.....	10
Technicians.....	29
Total.....	1,087

¹ In most cases the employees listed here devote only a small percentage of their time to foreign programs in relation to total responsibilities.

165

U.S. DEPARTMENT OF COMMERCE,
OFFICE OF THE SECRETARY,
Washington, D.C., February 16, 1970.

Hon. PETER H. DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR SENATOR DOMINICK: As requested by your letter of February 4, enclosed is information on overseas personnel of the Department. Please note that general occupational ratings have been used to condense the reported statistics.

We appreciate the opportunity of being of assistance.
Sincerely,

JOHN WILL,
Director of Personnel.

U.S. DEPARTMENT OF COMMERCE

INFORMATION ON OVERSEAS EMPLOYMENT AS OF DEC. 31, 1969

Total U.S. citizens employed overseas..... 160
Total foreign nationals employed overseas..... 126

CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES

Occupational categories of overseas personnel	Number of citizens	Number of noncitizens	Occupational categories of overseas personnel	Number of citizens	Number of noncitizens
Accountant.....		10	Meteorologist.....	10	
Chauffeur.....		1	Meteorological technician.....	35	47
Clerk-secretarial.....	3	52	Physicist.....	5	
Cook.....	4		Physical scientist.....	2	
Electronic engineer.....	2		Physical science technician.....	4	
Electronic technician.....	17		Public administration advisor.....	32	
Exhibits assistant.....		3	Statistical advisor.....	3	
Foreign maritime representative.....	5	1	Trade center officer.....	8	
Geophysicist.....	4		Travel promotion assistant.....	5	6
Maintenance mechanic.....	4		Travel promotion specialist.....	14	6
Maritime operations officer.....	3				

Number of citizens who received inservice training after employment.... 16
Number who obtained training through:
 College and university..... 6
 Foreign Service Institute..... 8
Average length of time spent in such additional formal education (hours) .. 262

Civilian employees within the United States

Occupational job categories:	No. of employees in contact with citizens of foreign countries
Administrative assistant.....	15
Administrative officer.....	2
Aeronautical information specialist.....	2
Attorney.....	2
Archivist.....	3
Cartographer.....	20
Chemist.....	1
Clerk-secretarial.....	46
Communications specialist.....	3
Computer specialist.....	42
Computer systems analyst.....	1
Computer programmer.....	1
Digital computer systems administrator.....	3
Distribution officer.....	3
Educational specialist.....	1
Engineer.....	94
Engineering technician.....	3
Electronics technician.....	24
Exhibit specialist.....	44
Export control specialist.....	6
Geodesist.....	15

Civilian employees within the United States—Continued

Occupational job categories—Continued	No. of employees in contact with citizens of foreign countries
Geodetic specialist.....	1
Geographer	2
Geophysicist	49
Hydrologist	14
Industrial design specialist.....	3
International economist.....	11
International science specialist.....	1
International trade specialist.....	86
Lithographic trades.....	47
Management analyst.....	2
Mathematician	52
Mathematical statistician.....	2
Meteorologist	394
Meteorological technician.....	11
Oceanographer	13
Operations research specialist.....	2
Patent and trademark specialist.....	20
Physical scientist.....	34
Physical science administrator.....	7
Physical science technician.....	2
Physicist	82
Program analyst.....	6
Public administrative advisor.....	2
Public information officer.....	3
Research analyst.....	4
Social science analyst.....	2
Statistician	14
Statistical advisor.....	1
Survey technician.....	25
Travel service specialist.....	2

ASSISTANT SECRETARY OF DEFENSE,
Washington, D.C. February 27, 1970.

Hon. PETER H. DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR SENATOR DOMINICK: This is in response to your letter of February 12, 1970, requesting information concerning our civilian employees in foreign countries and employees whose assignments involve contacts with citizens of other countries.

As you stated in your letter, approximately 165,000 civilians were employed by the Department of Defense in foreign countries as of December 1969, and, of that number, approximately 28,000 were United States citizens. While we do not maintain detailed information as to the job titles of these employees, our records show that approximately 130,000 of the 165,000 employees in the direct hire category were in wage or blue collar type assignments, and the remaining 35,000 were in General Schedule or salaried type positions. Of the latter group nearly 8,000 U.S. citizen employees are teachers in our overseas dependents' schools, and the other General Schedule employees are working in a wide range of administrative and professional positions. A high percentage of the U.S. citizen employees in wage or blue collar type positions are engaged in training and directing the work of foreign national employees. It is the policy of the Department of Defense that personnel transferred from, or recruited in, the United States for overseas assignments will, in general, be limited to key personnel, training personnel, those regarded as essential for security reasons and those possessing skills which are not available locally.

Enclosed is a copy of a report on civilian training in the Department of Defense which was submitted to the Chairman of the U.S. Civil Service Commission. We believe you will find this report helpful in connection with your questions con-

167

cerning the kind and length of training of U.S. citizens employed in foreign countries. Detailed records of general in-service training received by employees are not maintained at this level, but reports of special training programs and activities of agency training centers are received periodically. It will be noted that the attachments to the enclosed report show the number of Department of Defense employees who received in-service training during the last fiscal year and the type of training courses given. Many U.S. citizens now serving overseas have received similar types of training before accepting their overseas assignments, and these employees continue to receive in-service training given by the various Army, Navy and Air Force overseas commands.

You additionally asked for information concerning civilian employees located within the United States who administer Government programs involving contact with other countries or who have personal contact with citizens of other countries. For the most part, such employees are assigned to the Office of the Assistant Secretary of Defense (International Security Affairs). That organization consists of 191 civilian employees and 94 military personnel. Of the total number of civilian employees, 93 are performing clerical work and the balance (98) are in professional and technical occupations. About half of the professional and technical employees are Foreign Affairs Analysts, another 20% are employed as Program Analysts, and the remaining 30% are assigned to positions such as Budget Analysts, Accountants, and Supply Specialists as required to carry out activities related to military assistance programs.

We have also enclosed a copy of a report which shows the number of Department of Defense civilian employees in the different foreign countries and areas. Although the report shows statistics as of December 31, 1968, the distribution has not changed significantly and the information may be of interest to you.

It is recognized that much of the information provided above is in general terms, but we hope that it will be helpful to you and to your Senate Education Subcommittee.

Sincerely,

CARL W. CLEWLOW,
*Deputy Assistant Secretary of Defense,
(Civilian Personnel Policy).*

DEFENSE DEPARTMENT—EXHIBIT 1 OF 2

ASSISTANT SECRETARY OF DEFENSE,
Washington, D.C., 28, August 1969.

HON. ROBERT E. HAMPTON,
*Chairman, U.S. Civil Service Commission,
Washington, D.C.*

DEAR MR. CHAIRMAN: In accordance with the provisions of Section 4113(b) of Title 5, United States Code, and U.S. Civil Service Commission Bulletin No. 410-28 dated August 16, 1968, and subsequent addenda dated October 22, 1968, November 12, 1968, and April 11, 1969, respectively, attached is the report of the Department of Defense for the Fiscal Year 1969.

The report covers the military departments and Defense agencies. Separate attachments for each are provided. As requested, the reports include three copies of Standard Forms 10 and 11 and furnishes replies to the questions raised in the Civil Service Commission Bulletins listed above.

Sincerely yours,

CARL W. CLEWLOW,
*Deputy Assistant Secretary of Defense,
(Civilian Personnel Policy).*

A. GENERAL INFORMATION

This report is prepared in accordance with the provisions of Section 4113(b) of Title 5, United States Code and Civil Service Commission Bulletin No. 410-28 and subsequent addenda dated October 22, 1968, November 12, 1968, and April 11, 1969, respectively. The report covers the activities of the military departments and Defense agencies carried out under the authority of the Government Employees Training Act. Detailed descriptions of these activities are contained in the attachments.

The large array of significant training activities reported is supportive of the continuing importance and reliance placed by the Department of Defense on

training as a primary managerial tool to improve the performance of its personnel in the achievement of the Defense mission. It reflects the pervasive role of training in the development of employee skills, knowledges and abilities needed in the performance of official duties. The following are selected examples to be typical of training, education and development in the Department of Defense supplementing employees self-development.

1. Training to improve performance of current duties

The Department of the Navy onsite program for training selected technical personnel in the Principles and Applications of Value Engineering has again, as it has been for the past decade, proved to be one of the most successful endeavors in upgrading technical performance. Three hundred fifty-nine employees attended ten seminars in 1969. Each participant spent approximately seven of the ten scheduled days applying value engineering techniques to current work projects. One seminar alone projected first year savings on six projects of approximately \$6,000,000. Cumulative potential savings through Navy-wide application of the recommendations from all ten seminars has been estimated at more than \$25,000,000 in production costs. Not included in the monetary return are the sustained reliability, improved performance and reduced maintenance benefits. In addition, throughout the Navy twelve onsite Work Methods and Standards Courses (DIMES), three Method-Time Measurement courses and two resident Instructor Institutes were conducted for approximately \$250 Navy senior management engineers. Increase in engineering performance was directly attributable to this training.

To improve the ability of employees to perform in either area, Intelligence or Counterintelligence, the U.S. Army Administrative Survey Detachment, Baltimore, Maryland, established a "cross-training" program in foreign languages and electronics. Training in a second and, in some cases, a third foreign language has provided employees with the ability to meet the unique needs of intelligence units. Technical training in electronics has provided employees with current knowledge of techniques and equipment, eliminating the need for full-time specialist personnel who could not be fully utilized at all times.

Techniques of work simplification continue to receive emphasis at Sixth Army activities. One requirement for satisfactory completion of the course is the submission of an installable work simplification proposal. Two activities reported an annual savings of \$404,046 as a result of adopted work simplification proposals initiated by supervisors who completed the course.

A specific example where dollar benefits were attributed to training concerns the attendance of an employee at an Aviation Fuel Monitoring course. Upon return from this training, the employee corrected improper test procedures and trained twelve other personnel in proper procedures for making fuel tests analyses. As a result of the use of more effective test analysis procedures, an estimated 480 manhours were saved per year. Estimated value of these manpower savings per year is \$1,300,000.

Emphasis, this year, was given to improving the knowledge needed by the Defense Supply Agency work force in data processing. Approximately 120 DSA employees completed a 40 hour course on Introduction to Data Processing given after hours by American University at Cameron Station. Also offered on-post, after hours, by American University was Automatic Data Processing Systems Course attended by about 50 civilian employees. All employees attending this course had a job-related need for some type of introduction ADP course to improve performance of current duties. Savings, considering these courses were given after duty hours and without need for travel and per diem cost, were significant. Employees paid for their own text books in all cases. George Washington University also presented after-hours courses in Government Budget and Plans, Programs and Budgeting Systems to about 50 DSA employees primarily from the Comptroller function. Savings here were also significant compared to costs of sending them to other sources giving this training.

2. Training in anticipation of future program and staffing needs

The Department of the Army's Cooperative Education Program continues to provide an excellent source of input of engineering, scientific and other categories of professional personnel. The U.S. Army Missile Command and the White Sands Missile Range operate large programs as one method of meeting their projected manpower requirements. In addition to engineering and scientific programs, the U.S. Army Electronics Command established a program in financial management

as a means of meeting future staffing requirements in business administration fields.

The objective of U.S. Army Vietnam's Personnel Management Training is pointed toward greater utilization of Vietnamese employees. In consonance with this objective 184 Vietnamese supervisors attended a supervisory development course, 3 Vietnamese managers completed a Middle Manager Workshop and one attended the Personnel Management for Executives Conference. This participation reflects the Army's concern with future staffing needs and recognition by key officials that Vietnamese employees have the potential to assume managerial responsibilities.

The Department of the Navy remains a highly industrial establishment with fleet operations and readiness intimately dependent upon a cadre of skilled journeymen and technicians. Within the next five years a large loss through retirements can be expected from among the journeymen hired during the employment expansion of World War II. Naval shipyards alone will have 9,000 journeymen eligible for retirement between 1969 and 1972. These skills are not available in the current or future labor market. Accordingly, the Navy has maintained a vigorous skills development program. Currently the Navy employs 9,456 apprentices and conducts apprentice training at 45 naval activities. Approximately 2,500 trainees entered the program in FY 1969. It is anticipated that this annual input will increase in view of the projected potential retirees in the journeyman skills area. The Shipyards Apprenticeship programs will produce approximately 5,000 journeymen in the next five year period. The short fall of 4,000 skilled journeymen will be met through increased enrollment in such programs as the Skills Progression, Helper to Mechanic, Shop Trainee, and similar training programs.

The Department of the Air Force conducts apprentice training programs to develop the skilled civilian craftsmen required to meet Air Force needs and to create a potential reserve of skilled workers from which supervisors may be developed. Traditionally, this is the major method of trainee input for civilian employees into the skills trades area required by the Air Force.

A detailed review of the Apprentice Training Programs early in Calendar Year 1967 raised the question of whether it was possible to shorten the length of these programs without adversely affecting the skills developed by these programs. The desirability of reducing the apprenticeship period was further emphasized by the curtailment of manpower and dollar resources. Further study indicated that greater use could be made of the new training technology, including programmed instruction and audio-visual techniques to reduce the training period. Revised training programs were developed and discussed with the Department of Labor. After much effort, that agency agreed to permit the Air Force to reduce the length of its apprenticeship programs, beginning in FY 69. The costs associated with this reduction were validated at \$666,000.00 for the three year period FY 1969 through FY 1971 or an annual savings of \$222,000.00.

The Standard Automated Material Management System, SAMMS, to be implemented at Defense Supply Agency Activities in the near future, is causing major changes in training. During the reporting period, approximately 28,000 manhours of formal classroom training were conducted in SAMMS methods and procedures. Thirty-five employees received 43 hours each of instructor training. These employees in turn conducted SAMMS training for their respective components. The training is essential for the effective attainment of the operational readiness of the SAMMS Program.

3. Training given as a result of new missions or programs

The TF-41 engine overhaul responsibility for both the Air Force and Navy was assigned to Oklahoma City Air Materiel Area. This is a new engine and a training survey determined that the skills and techniques of assigned overhaul personnel would require updating. A program was developed for training a small cadre of OCAMA instructors and key personnel at the factory. Five courses on the basic engine were conducted at the factory. These instructors are now conducting local training for assigned engine personnel. Nine courses were conducted on-base by factory personnel for our accessories instructors. Follow-on training on these accessories is planned to begin in the near future. The TF-41 engine is currently being prototyped in the OCAMA overhaul facility utilizing the knowledge obtained from this training. Engine overhaul production is scheduled to begin in July 1969, and fully trained personnel will be available.

Dynamic changes in the field of logistics have created a vast number of training requirements for overseas commands. Added missions have created a need for new employees, as well as a need for training the current workforce in Depot Maintenance, Supply and Storage functions. The U.S. Army, Japan trained 3,100 employees in various types of logistics functions, which included:

- (1) Approximately 225 local national supervisors completed refresher training on the Warehousing Gross Performance Measurement System, initiated in the Command during FY 69.

- (2) Over 500 employees participated in a series of training sessions covering changes in the procedures used in the Computerized Standard Supply System (35). This is the Automated System which is used to provide logistic support to the entire U.S. Army, Pacific area.

Three hundred and thirty-two Strategic Communications Command employees of the Department of the Army received 10,440 hours of computer training and retraining in preparation for a computer and data processing changeover from second to third generation equipment.

A West Coast Shipyard has indoctrinated an extensive training program to develop and maintain skills of nuclear workers. There are currently 170 training courses conducted involving over 2,000 workers. Also fifty-eight firemen received training in Radiological Control procedures to be responsive to revised Naval requirements (Naval Station).

As part of the Defense Depot Ogden, Utah, DDOU efforts to implement "Operation Deeplook," (a Defense Supply Agency-wide self-analysis program) the Depot entered into a program sponsored by the Civil Service Commission, Denver Region, for the General Educational Development training for High School Equivalency. The training consisted of 50 hours of classroom training in Mathematics, English Grammar, and Effective Reading to prepare for the General Educational Development Test. At the present time, 53 of the 71 participants have received qualification by Utah State or Civil Service Commission standards for General Educational Development High School Equivalency.

4. Training to keep employees abreast of technological advances and to maintain proficiency in specialization

A total of 398 employees of the U.S. Army Garrison at Fort Huachuca, Arizona, having skills in rapidly changing technology such as communications specialists, electrical and electronic engineers, physicists, mathematicians, meteorologists, and technicians in various other disciplines received state-of-the-art training through off-post non-government sources. This represents a 25% increase over FY 68 and costs per employee were reduced from \$352 in FY 68 to \$212 in FY 69.

A continuing education program for engineers designed to combat engineering obsolescence was conducted during FY 69 in the Department of the Air Force. During the reporting period, 25 engineers from the Rome Air Development Center and Headquarters, Ground Electronics Engineering Installation Agency, participated in the 228-hour program developed in coordination with Syracuse University. With the completion of the fourth class during FY 69, 102 engineers and scientists will have completed the program to date. As a result, the participants will have been brought up-to-date in such areas as solid state devices, probability, microwave electronics, and are in a much more effective position to plan and direct complex technical programs. In addition, trainees have acquired background in decision logic to more competently analyze specific problems and better assess the application of new technologies to the Air Force problems.

An East Coast Naval Weapons Laboratory is located more than 50 miles from any major university or college. Through a unique cooperative effort with the University of Oklahoma, laboratory engineers have been able to participate in graduate engineering courses involving such pertinent subjects as "Logical Design and Switching Circuits, Mechanical Behavior of Materials, Reliability. Advanced Dynamics, Circuit Analysis and Stress Analysis." An aggressive continuing education program in graduate physics is also made available to employees of this laboratory in cooperation with the American University.

Because of the rapid technological advances affecting electrical/electronic equipment and systems in the Department of the Navy, it was decided to make a complete review of the academic phases of the Electrician, Fire Control Mechanic and Electronics Mechanic plans in the Apprentice Program at a major industrial activity. As a result of this survey, it was determined that the trade theory portion of the Electrician/Electronic Systems Training Plan should be completely revised and updated. In addition it was decided that this training

171;

should be provided by professionally qualified instructors in an institution having adequate laboratories and equipment for training purposes. Consequently, a contract was negotiated with Wentworth Institute, Boston, Massachusetts, to provide trade theory instruction for 124 first, second and third year apprentices in the three aforementioned trades. This training commenced on June 16, 1969, and will continue over a ten-week period. At the conclusion of this training, the results will be evaluated to determine the effectiveness of this training to meet the needs of the Shipyard. Similarly, several other activities during FY 1969 shifted the related (classroom) training from in-house to the Technical and Community Colleges in the immediate geographical area.

5. Training to develop unavailable skills

In the Department of the Navy, one skill required by certain shipyards that is unavailable elsewhere is that of radiation monitor. In order to staff the jobs required in this field, a four year Radiation Monitor Training Program has been developed. Participants for the program are selected from the Helper Mechanical Trades or the Apprentice Mechanical Trades Registers. These trainees have an entrance rate or Radiation Monitor, "C". After two years training they are re-rated to Radiation Monitor, "B". After two more years they are re-rated to Radiation Monitor, "A". Naval weapons specifications and criteria impose rigid skill requirements in the soldering and preparation of coaxial cables and multiple-plug connector assemblies. This high degree of skill is not available in the labor market; hence, must be developed by in-house training; within the reporting period, 80 men have been trained and certified for this type work. The training period varies with the aptitude of the learner, from 24 to 60 hours. Increased productivity and virtual elimination of rejects and rework have resulted. In an underwater sound laboratory specialized training in COBOL and FORTRAN was provided for activity personnel to equip them to perform job duties for which outside recruitment was unsuccessful.

The Department of the Air Force, due to its mission, is the sole or major user of particular skills and knowledges. It is therefore necessary, for the continued operation of the Air Force, to provide training for these available skills. Examples of such training are:

(1) Laser Photographic Reconnaissance Set AN/AVD-2 is a highly developed "State of the Art" type of photographic set employing light amplification by stimulated emission of radiation as the principal source of illumination. It employs electro/electronic/mechanical and optical systems in its operation. The Laser Title Transceiver Record Assembly emits a beam of light amplified by stimulated emission of radiation to illuminate the area under surveillance. The reflected beam is sensed in the received section and transmitted via optical system for recording on film. Film processing and interpretation is then accomplished by conventional methods.

This process being new and unique, required acquisition of skills and knowledges not heretofore available in order to manage, provide engineering support, and install the equipment in USAF aircraft.

Training was requested through HQ ATC and obtained from the Perkin-Elmer Corporation, Norwalk, Connecticut, the manufacturer.

Training was given to:

- One Computer Photo Equipment Repairer Foreman
- One Computer Photo Equipment Repairer
- One Equipment Specialist (Photo)
- One Electronic Technician

Training benefits: Reconnaissance sets were and are being installed in the carrier aircraft. Technical and engineering support is being given to accomplish the Air Force mission. Also, the acquisition of these new skills and knowledge enabled Hill AFB personnel to develop improved techniques and methods of calibration, operating procedures, and safety. AGE was redesigned, which resulted in a savings of \$22,000. Other AGE was fabricated, which also saved another \$22,000. A study is presently in process to have Hill AFB take over the specialized repair activity which will result in additional savings.

(2) An 80-hour J79-15 Jet Engine Training Course. Japanese Jet Engine Mechanics are assigned to minor repair, periodic inspection, and accessory repair of J79-15 Jet Engine. Although they had years of experience and an extensive knowledge of similar work, they had to acquire new knowledge and skills for accomplishing the duties peculiar to the new jet engine. Three of seven mechanics completed this course in FY 68, and the others completed it satis-

factorily in this fiscal year. All of them gained sufficient knowledge and skills in performing their newly assigned jobs through this training. They are performing their works satisfactorily and accomplishing the mission of their shop. Because of this development of their knowledge and skills, they were not replaced by military personnel who could be utilized in other essential areas. This OJT realized an annual net savings of \$7,130.00.

The United States Army Area Command in Vietnam operates a motor pool that is entirely dependent upon the development of unavailable skills for its very existence. The Command's Motor Transportation Pool is responsible for the road transportation of personnel and supplies for activities in the Saigon Area. For this mission, they operate and maintain 1600 vehicles. Except for a limited number of military supervisory personnel, the operation and maintenance of this system is done by Vietnamese. An average of 1125 Vietnamese support this task. During FY 69 over 25% of the workforce had to be replaced. Due to the draft of males in age groups 18-57 and the competition from private industry, the required skills were not available on the labor market. Of the 286 acquisitions, 216 (76%) graduated from the Central Training Institute, where they received the basic knowledges and skills to qualify for vacancies. Without the development of these skills the Transportation Pool would not have been able to continue its essential services.

Equal Employment Opportunity Counselor Training was provided for Defense Supply Agency appointees to the new function of EEO Counseling. The program was designed to train counselors in the methods and techniques of professional counseling under the revised discrimination complaint procedures in the U.S. Civil Service Commission Federal Personnel Manual, Letter No. 713-11. The two day training course covered the functions of an EEO Counselor, counseling techniques, ethnic group considerations in counseling, visits to community organizations, and counseling workshops and demonstrations.

B. TRAINING FOR THE DISADVANTAGED AND UNDERUTILIZED

The Department of Defense is deeply committed to the achievement of the national social goal of providing training and development for employment of economically and educationally disadvantaged and underutilized personnel. A significant number of these persons are in the ethnic and minority groups who are very often high school dropouts.

Among such programs as the Youth Opportunity Campaign Program and the Neighborhood Youth Program, the Department of Defense cooperated with the U.S. Civil Service Commission in implementing Project VALUE in 40 major metropolitan areas where DoD installations are located. The program encompasses on-the-job training, formal training of supervisors and the granting of career conditional type appointments to those who successfully complete the programs.

In order to conduct the training needed to employ these individuals, it has been necessary to reengineer jobs, change entrance requirements of the job without diluting the quality of the work, identify and upgrade the skills of the underutilized so that they are matched with productive jobs in line with the mission of the Department of Defense. Although the individual requirements of the military departments and Defense agencies reflect variations in the approach, the training methods, and the techniques, it can be observed that many of these are common to most Department of Defense activities. See Paragraph B. of Appendices A through J for details.

C. PLANNING AND PROGRAMMING

Department of Defense policy holds managers, at all levels, responsible for the identification of training needs through reviews and analyses of current capability and anticipated manpower resources in comparison with planned and contingent mission requirements. Although identification of training needs is a continuous evaluative process, a systematic planned review of needs and the programming of such needs on an annual basis is required by DoD policy. Department of Defense components are permitted flexibility to accommodate individual requirements for planning and programming; nevertheless, there is a high degree of comparability of approach among the components. See Paragraph C. of Appendices A through J for details.

D. INTERAGENCY TRAINING

The training facilities and services of the Department of Defense are extended to employees of other Government agencies when such action is in the public interest. By the same token, when training needs of the Department of Defense cannot be met economically or effectively through our own resources, interagency training resources are used. Attached is a summary of interagency data for training of more than eight (8) hours in duration. See Paragraph D. of Appendices A through J for details. See Attachment 1, "Statistical Data."

E. AGENCY TRAINING CENTERS

Attached is a summary of personnel trained in agency training centers for the Fiscal Year 1969. A total of 610 faculty and top administrative staff was involved. See Attachment 2, "Number of Personnel Trained in Fiscal Year 1969."

Paragraph E. of Appendices A through J contains individual reports of agency training center costs.

F. OFF-CAMPUS STUDY CENTERS

The Department of Defense has been a pioneer in the development of Off-Campus Study Centers to meet its training needs. A total of 12,570 civilians attended such centers during FY 1969. Paragraph F. of Appendices A through J contains a report of new off-campus study centers sponsored by the Department of Defense and any significant changes in established centers.

G. STUDIES AND REPORTS

See Paragraph G. of Appendices A through J for details.

H. PERSONNEL ENGAGED IN TRAINING ACTIVITIES

1. Full-Time Personnel (See Attachment 3).
2. Part-Time Personnel (See Attachment 4).

I. STATISTICAL DATA

1. Statistical Data Part 1: Participants (See Attachment 5).
2. Statistical Data Part 2: Estimated Manhours (See Attachment 6).
3. Statistical Data Part 3: Type of Training (See Attachment 7).
4. Statistical Data Part 4: Expenditures for Training (See Attachment 8).

J. CONTINUED SERVICE AGREEMENTS

One hundred forty-five employees failed to fulfill their continued service agreements as specified in FPM Chapter 410, subchapter 5. Paragraph J. of each report contains the name of each employee and indicates in each instance the reason for failure to fulfill agreement and the action taken to recover training expenses.

K. STANDARD FORM 10 (TRAINING IN EXCESS OF 120 DAYS)

A total of 1,240 employees were assigned to training in non-Government facilities in excess of 120 days during Fiscal Year 1969. Standard Forms 10 are contained under Paragraph K. of Appendices A through J. In addition, you will find reported long-term training spanning both Fiscal Years 1968 and 1969 included in the total.

L. CONTRIBUTIONS AND AWARDS

A total of 50 employees received contributions and awards incident to training in non-Government facilities during Fiscal Year 1969. See Paragraph L. of Appendices A through J for details.

ATTACHMENT No. 1

D. INTERAGENCY TRAINING

Include training of less than eight hours duration if data is available. Indicate whether reported figures do or do not include data on training of less than eight hours.

174

	Number	Estimated man-hours (if available)
1. Statistical data:		
(a) During fiscal year 1969, how many Federal employees from other departments and agencies participated in training which you offered and conducted primarily for employees of your organization?	1,625	30,669
(b) During fiscal year 1969, how many Federal employees from other departments and agencies participated in training which you offered and conducted primarily for employees of other organizations?	214	4,710
(c) During fiscal year 1969, how many of your own employees attended training which you offered and conducted primarily for employees of other organizations?	265	7,049
Total	2,104	42,428

2. What general subject areas of your training are presently available to personnel of other agencies?

3. What methods have been used to publicize the training described in (2) above?

ATTACHMENT No. 2

E. AGENCY TRAINING CENTERS

Report the establishment of new agency training centers and any significant changes in established centers. Only those items designated by an asterisk need be completed for centers reported in the Fiscal Year 1968 report. For the purpose of this report, an agency training center generally will have the following characteristics:

- A separate entity or identifiable organization;
- A specific budget allotment or fund control;
- A specific location or identifiable physical facility;
- A curriculum or series of courses, offered on a continuing basis;
- A specific manpower ceiling or staff complement;
- A curriculum directed primarily to civilian employees.

*1. Name of Training Center

2. Location

*3. Programs or courses offered (attach copy of curriculum if available)

4. Brief history of center (i.e., when started, programs offered, growth figures, etc.)

*5. Admission requirements, if any

*6. Number of personnel trained in Fiscal Year 1969:

a. Agency ----- 50,286

b. Interagency:

(1) Reimbursable ----- 265

(2) Nonreimbursable ----- 874

Total Interagency----- 1,139

c. Non-Federal:

(1) Reimbursable ----- 1,681

(2) Nonreimbursable ----- 228

Total non-Federal----- 1,954

Total number of personnel trained, fiscal year 1969---- 53,379

*7. Number of faculty and top administrative staff, 610.

175

ATTACHMENT NO. 3

H. PERSONNEL ENGAGED IN TRAINING ACTIVITIES¹

Full-time personnel	Employee development series (GS-235 or equivalent)		Instructors (full time)		Administrative support personnel (full time)		Clerical support personnel (full time)	
	Number	Total annual salaries	Number	Total annual salaries	Number	Total annual salaries	Number	Total annual salaries
A. General schedule (or equivalent):								
GS-18					1	\$30,239		
GS-17					1	28,889		
GS-16					2	54,075		
GS-15	3	\$66,491			13	292,726		
GS-14	24	455,551	3	\$58,183	24	445,124		
GS-13	139.50	2,221,601	31	421,754	27	425,523		
GS-12	267	3,584,059	53.5	670,334	20.25	254,361		
GS-11	327	3,651,639	90	949,480	22.50	201,530		
GS-10	6	64,412	7	59,234	4	44,318		
GS-9	139	1,223,705	100	890,967	29.25	261,697		
GS-8	.75	6,109	24	207,090	2	16,940		
GS-7	58.50	397,644	128	782,458	22.25	167,730	10.25	\$79,393
GS-6	2	14,949	1	7,588	8.25	62,239	22.25	156,030
GS-5	13	64,691	18	71,774	14	90,905	115.50	726,838
GS-4	1	5,008	1	1,496	6.50	24,054	163.25	866,796
GS-3			1	1,187	9	17,228	89.25	384,245
GS-2							27	114,452
GS-1					2	1,567	1	3,213
Wage board:								
Supervisory ²			11	113,387	2	19,903		
Nonsupervisory	1	10,150	505	4,410,821	6	51,710	1	8,528
Other (specify) ³	138	494,715	44	250,924	11	68,285	41	73,124
Total	1,119.75	12,260,724	1,017.50	8,896,677	227	2,559,043	470.50	2,412,619

¹ Report by grade level the number of civilian employees, as of June 30, 1969, directly involved full-time in agency training activities, and the total annual salaries of these personnel.

² Wage board supervisors above the level of working leader.

³ Examples—Postal field service, VA Department of Medicine and Surgery, officers in the Coast and Geodetic Survey, and foreign nationals.

ATTACHMENT No. 4

PART-TIME PERSONNEL

Estimate the total number of man-years and the total annual salaries of all agency civilian personnel engaged *part-time*, but at least twenty-five percent of the time, in activities directly related to training¹ in the following categories:

Category	Man-years	Total annual salaries
Part-time instructors	179.32	\$1,648,314.00
Part-time clerical support personnel (i.e., secretaries, budget clerks, etc.)	84.97	431,089.00
Part-time administrative support personnel (i.e., personnel management specialists, administrative assistants, etc.)	84.57	977,688.05
Other (specify)	45.94	362,826.02
Total	394.80	3,419,917.07

¹ Do not include man-years and salary costs for informal on-the-job training, trainee time, or supervisory time devoted to selection, evaluation, or counseling of trainees.

176

ATTACHMENT NO. 5

I. STATISTICAL DATA PART 1: PARTICIPANTS

Grade and pay system	Agency		Interagency		Long term		Short term	
	Men		Men		Men		Men	
	Women		Women		Women		Women	
GS 16-GS 18	196		58	1	5		235	
GS 17								
GS 16								
GS 15	18,461	469	3,901	131	395	3	15,102	329
GS 14								
GS 13								
GS 12	87,436	11,099	9,031	1,333	644	37	33,744	2,899
GS 11								
GS 10								
GS 9								
GS 8	39,410	20,139	1,920	2,766	87	22	9,440	4,248
GS 7								
GS 6								
GS 5								
GS 4	14,772	24,865	268	2,021	3		1,745	2,190
GS 3								
GS 2								
GS 1								
Wage board: Supervisory ²	21,388	690	1,708	12			2,244	19
Wage board: Nonsupervisory	93,142	6,512	602	10	78	5	10,517	230
Other (specify) ¹	52,605	15,536	522	126	4		2,612	402
Total ³	327,410	79,310	18,010	6,400	1,216	67	75,639	10,317

177

ATTACHMENT NO. 6
I. STATISTICAL DATA PART 2: ESTIMATED MANHOURS

Grade and pay system	Agency		Interagency		Long term		Short term	
	Men	Women	Men	Women	Men	Women	Men	Women
GS-18	12,786	896	3,436	3,050	2,208	3,224	12,117	1,572
GS-17								
GS-16								
GS-15	870,127	260,705	184,565	26,150	310,497	158,256	777,287	136,516
GS-14								
GS-13								
GS-12	4,030,384	1,582,373	407,478	101,797	703,264	157,916	1,784,313	383,499
GS-11								
GS-10								
GS-9								
GS-8	1,843,451	1,874,428	83,647	136,781	64,664	65,576	517,131	272,514
GS-7								
GS-6								
GS-5								
GS-4	769,215	1,201,933	12,083	94,898	4,840		105,985	117,676
GS-3		774,886		(13,430)				
GS-2 (difference of)								
Wage board, supervisory	1,993,709	183,756	73,569	5,943	1,440		123,842	9,223
Wage board, nonsupervisory	3,447,646	1,861,051	29,950	12,977	1,412	97,200	521,047	207,472
Other (Specify)	2,363,361	1,304,473	2,554	137,583	3,808	1,552	143,376	47,467
Totals	16,060,433	9,044,501	797,282	523,609	1,092,132	483,724	3,987,097	1,175,939
		(8,289,615)		(310,179)				

178

ATTACHMENT NO. 7
I. STATISTICAL DATA PT. 3: TYPE OF TRAINING

Type of training	Agency		Interagency		Non-Government			
					Long term—Over 120 days		Short term—120 days or less	
	Men	Women	Men	Women	Men	Women	Men	Women
Total (pts. A, B, C, and D).....	327,510	79,320	18,017	6,400	1,179	67	75,641	10,318
A. Professional, scientific, and engineering (total, pts. 1, 2, 3, and 4).....	17,425	2,300	2,292	467	990	48	27,498	1,960
1. Professional (total pts. (a) through (f)).....								
(a) Legal.....								
(b) Financial.....								
(c) Medical.....								
(d) Personnel and industrial relations.....								
(e) Business and public administration.....								
(f) Other professional.....								
2. Scientific (total, pts. (a) through (e)).....								
(a) Social sciences.....								
(b) Physical sciences.....								
(c) Biological sciences.....								
(d) Mathematics and statistics.....								
(e) Other scientific.....								
3. Engineering (total, pts. (a) through (e)).....								
(a) Civil.....								
(b) Aeronautical.....								
(c) Mechanical.....								
(d) Electrical.....								
(e) Other engineering.....								
4. Other professional, scientific, and engineering.....								

179

B. Technical (total pts. 1 through 5).....	172,995	29,846	5,377	2,012	101	15	31,811	4,705
1. Trades and crafts.....								
2. Automatic data processing (total pts. (a) through (d)).....								
(a) Systems analysis.....								
(b) Programming.....								
(c) Machine operations.....								
(d) Other ADP.....								
3. Contracts and procurement.....								
4. Facilities and services.....								
5. Other technical.....								
C. Supervision and management (total, pts. 1, 2, and 3).....	58,565	12,171	8,045	1,014	88	4	9,213	989
1. Executive.....								
2. Management.....								
3. Supervision.....								
D. Other (total, pts. 1 through 5).....	78,525	35,003	2,303	2,907			7,119	2,664
1. General administration, clerical and office services.....								
2. Orientation.....								
3. Safety and health.....								
4. Communications.....								
5. Other.....								

Note: Some DOD components did not exercise the option to break down further the statistical data under pt. 3.

ATTACHMENT NO. 8—I. STATISTICAL DATA PART 4: EXPENDITURES FOR TRAINING

A. EXPENDITURES FOR EXTERNAL TRAINING

	Total	Interagency	Non-Government	
			Long term	Short term
Total.....	\$17,249,455.99	\$2,859,709.61	\$2,052,267.42	\$12,337,478.96
Tuition and fees.....	11,371,138.64	1,669,067.64	1,271,129.51	8,454,384.49
Travel.....	2,429,381.66	461,811.04	325,793.78	1,643,126.84
Per diem.....	3,421,580.69	728,830.93	455,344.31	2,239,967.63

B. ESTIMATED EXPENDITURES ¹ FOR INTERNAL TRAINING

Total estimated costs.....	\$4,393,959
Training facilities.....	311,685
Training staff salaries.....	3,351,948
Training aids and equipment.....	88,702
Travel and per diem.....	458,884
Books and materials.....	31,949
Other (specify).....	150,791

¹ If available.

Note: Definitions of training costs are on p. 28.

Appendix A—Department of the Army
 Appendix B—Department of the Navy
 Appendix C—Department of the Air Force
 Appendix D—Office of the Secretary of Defense
 Appendix E—Defense Atomic Support Agency
 Appendix F—Defense Communications Agency
 Appendix G—Defense Contract Audit Agency
 Appendix H—Defense Intelligence Agency
 Appendix I—Defense Supply Agency
 Appendix J—National Security Agency

181

DEFENSE DEPARTMENT—EXHIBIT 2 OF 2
DEPARTMENT OF DEFENSE—CIVILIAN PERSONNEL BY COUNTRY, AS OF DEC. 31, 1968

	Department of Defense				Army			Navy			Air Force			OSD-JCS and other defense activities
	Total civilian personnel	Direct hire		Indirect hire, foreign nationals	Direct hire	Indirect hire, foreign nationals	Direct hire	Indirect hire, foreign nationals	Direct hire	Indirect hire, foreign nationals	U.S. citizens	Foreign nationals		
		U.S. citizens	Foreign nationals											
Worldwide total	1,390,371	1,127,675	145,180	117,516	390,528	77,521	78,576	387,855	34,293	13,701	277,690	32,961	25,226	72,020
United States	1,090,642	1,090,642			372,680			377,444			269,310			71,208
Alaska	5,889	5,889			2,187			465			3,201			36
Hawaii	21,969	21,969			5,124			13,130			3,648			67
Other 48 States and District of Columbia	1,062,784	1,062,784			365,369			363,849			262,461			71,105
U.S. territories	13,889	9,994	3,895		1,387	2,365		6,762	659		1,829	871		16
Guam	5,238	5,067	171					4,206	169		858	2		3
Midway Island	79	78	1					56			22			5
Panama Canal Zone	5,301	1,580	3,721		1,081	2,365		232	487		262	869		8
Puerto Rico	3,271	3,269	2		306			2,268	2		687			5
Foreign countries and areas	285,840	27,039	141,285	117,516	16,461	75,156	78,576	3,649	33,634	13,701	6,551	32,090	25,226	12,796
Alghanistan	5	2	5		2									5
Antarctica	2	2			3	7								8
Argentina	18	6	12											6
Australia	332	31	301					23	299		4			9
Austria	9	2	7											
Azores	1,388	247	1,141					79	30		168	1,111		
Bahamas	4	4						4						
Bahrain	3	3			3									
Belgium	782	292	457		233	11	457				12	17		52
Bermuda	849	352	497					170	176		182	321		2
Bolivia	35	8	27		8	25								12
Brazil	101	29	72		25	66								13
Bulgaria	3	1	2											3
Burma	28	1	27						22					6
Cameroon	1	1												1
Canada (including Newfoundland)	1,952	232	1,720		15	34		162	670		34	994		43
Ceylon	3		3											3

See footnotes at end of table.

182

DEFENSE DEPARTMENT—EXHIBIT 2 OF 2—Continued
DEPARTMENT OF DEFENSE—CIVILIAN PERSONNEL BY COUNTRY, AS OF DEC. 31, 1968

	Department of Defense						Army						Navy						Air Force						OSD-JCS and other defense activities			
	Total			Direct hire			Indirect hire, foreign nationals			Direct hire			Indirect hire, foreign nationals			Direct hire			Indirect hire, foreign nationals			Direct hire				Indirect hire, foreign nationals		
	civilian personnel	U.S. citizens	Foreign nationals	U.S. citizens	Foreign nationals	Foreign nationals	U.S. citizens	Foreign nationals	Foreign nationals	U.S. citizens	Foreign nationals	Foreign nationals	U.S. citizens	Foreign nationals	Foreign nationals	U.S. citizens	Foreign nationals	Foreign nationals	U.S. citizens	Foreign nationals	Foreign nationals	U.S. citizens	Foreign nationals	Foreign nationals		U.S. citizens	Foreign nationals	
Chad.....	2		2																								2	
Chile.....	27		21				6			5	17																5	
China, Republic of (Taiwan).....	2,074		251				1,823			41	186																21	
Colombia.....	28		16				12			10	13																5	
Congo (Kinshasa).....	11		3				8			3																	2	
Costa Rica.....	6		1				5			1	4																1	
Cuba.....	1,663		346				1,317																				1	
Cyprus.....	1						1																				1	
Czechoslovakia.....	3																										3	
Denmark.....	21		10				11			8	6																3	
Dominican Republic.....	8		2				6			2	3																2	
Ecuador.....	29		9				20			9	18																3	
El Salvador.....	5		1				4			1	3																1	
Ethiopia (including Eritrea).....	533		60				473			58	407																3	
Finland.....	7		2				5																				7	
France.....	102		56				46			41	36																19	
Germany.....	75,965		9,125				47,667			7,697	39,572																89	
Ghana.....	1						1																				1	
Greece (including Crete).....	652		107				53			44	46																10	
Greenland.....	3									2																	2	
Guatemala.....	19		7				12			5	8																6	
Haiti.....	2																										2	
Honduras.....	18		4				14			4	13																1	
Hong Kong.....	21		6				15																				20	
Hungary.....	5		2				3																				5	
Iceland.....	662		149				513																				11	
India.....	11						11																				6	
Indonesia.....	7		1				6			1																	11	
Iran.....	296		33				180			16	39																6	
Israel (including Jerusalem).....	8		1				7																				9	
Italy (including Sicily and Sardinia).....	4,560		849				3,711			661	2,310																9	
Ivory Coast.....	2						2																				15	
Jamaica.....	2						2																				2	
Japan.....	46,560		3,631				2,333			240,596	1,181																41	
Jordan.....	3						3																				2	
Laos.....	3						2																				3	

1 includes 405 direct hire foreign nationals of OSD and other defense activities,
2 includes 13 indirect hire foreign nationals of other defense activities.

184

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,

February 16, 1970.

Hon. PETER H. DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR SENATOR DOMINICK: This is in response to your letter of February 4 to our Congressional Liaison Office requesting certain information in connection with your consideration of S. 939.

I am enclosing lists, by operating agency, of DHEW employees who are stationed overseas. The lists reflect the number of employees on duty as of December 31, 1969, by country, and the program with which they are working. It also indicates the source of funding, since the salaries of many of these employees are reimbursed by another agency. Also enclosed is a similar list of the foreign nationals employed in foreign countries by the Department.

Overseas personnel of the Social Security Administration and the Office of Education have not received formal in-service training for those assignments. However, all Public Health Service personnel assigned overseas have, at some time, received orientation at the Foreign Service Institute. During 1969, thirty-three persons from DHEW went through the three-week FSI program and another three-week program in AID/Washington.

In addition to the above, personnel being assigned to the West African Smallpox Eradication/Measles Control program are given a four week course in Atlanta in which they receive instruction in the basic science of disease control; assessment techniques; population problems; principles, use, maintenance and repair of field equipment; and modern African history and politics.

Personnel assigned to the malaria eradication program are given four weeks of training at the National Communicable Disease Center. This training is varied according to the needs of the technician. All persons entering a new country are oriented in the status and problems of the malaria program in that country.

Other technical offices in DHEW also provide orientation within their offices for personnel about to be assigned to overseas programs.

Language training is provided. Training usually involves short courses or the use of language tapes to give persons a basic understanding of the language before arrival in the country. Occasionally, long-term language training is provided in cases where fluency is required.

Also enclosed are lists, by operating agency, of DHEW employees who are employed within the United States and who are concerned with international activities. The lists reflect the number of professional and secretarial/clerical personnel on duty as of December 31, 1969, and indicate the organizational location of the employees in the Department.

Because the request for this information was generated by my appearance before the Senate Education Subcommittee, I am forwarding the enclosures to this letter and the corrected transcript of my testimony to the subcommittee for inclusion in the record. I would be pleased to submit any additional information you may want concerning the Department's international activities.

Sincerely yours,

GEORGE L. GRASSMUCK,
*Special Assistant to the Secretary
for International Affairs.*

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—PERSONNEL CONCERNED WITH INTERNATIONAL ACTIVITIES, AS OF DECEMBER 31, 1969

	In the United States	Overseas
Office of the Secretary	11	1
Office of Education	178	12
Social Security Administration	362	4
Social and Rehabilitation Service	19	0
Public Health Service	514	174
Total	1,084	2181
Grand total		1,265

¹ Although salaried by Department of Health, Education, and Welfare, positions are included in Department of State ceiling.

² Does not include foreign nationals.

185

OFFICE OF THE SECRETARY

(On duty as of December 31, 1969)

Overseas personnel concerned with international activities :
 Office of Surplus Property Utilization----- 1
 Office of the Assistant Secretary for Administration: HEW S/E (pro-
 fessional) ----- 1
 Total ----- 1
 West Germany—monitor return of U.S. Government-owned surplus property to
 the United States.

OFFICE OF EDUCATION

(On duty as of December 31, 1969)

Overseas Personnel Concerned with International Activities: Institute of
 International Studies----- 2
 Total ----- 2
 These positions, 1 professional and 1 clerical, are included in the Department
 of State personnel ceiling, but are paid from HEW S/E funds.

SOCIAL SECURITY ADMINISTRATION

(On duty as of December 31, 1969)

Overseas Personnel Concerned with International Activities :
 International staff (AID reimbursable)----- 1
 Office of Associate Commissioner for Research and Statistics:
 Uruguay—Technical Assistance Mission.
 Division of Foreign Claims (HEW S/E)----- 3
 Bureau of Retirement and Survivors Insurance: Philippines, Mex-
 ico, Greece—Service recipients of SSA benefits and insure compliance
 with Social Security Act.
 Total ----- 4

PUBLIC HEALTH SERVICE

(On duty as of December 31, 1969)

OVERSEAS PERSONNEL CONCERNED WITH INTERNATIONAL ACTIVITIES

Argentina: PAHO: 1 National Institute of Allergy and Infectious Diseases—
 NIH.
 Bolivia: Peace Corps: 1 Doctor—HSMHA.
 Brazil :
 AID :
 3 Malaria Eradication—HSMHA.
 2 Water Supply—CPEHS.
 1 Health Planning—OIH.
 PAHO: 1 Malaria Eradication—HSMHA.
 Peace Corps: 1 Doctor—HSMHA.
 Cameroon: AID: 1 Smallpox Eradication/Measles Control—HSMHA.
 Central African Republic: AID: 1 Smallpox Eradication/Measles Control—
 HSMHA.
 Chile: NIH/NIAMD: 1 Research Chemist—NIH.
 Colombia: Peace Corps: 1 Doctor—HSMHA.
 Dahomey: AID: 2 Smallpox Eradication/Measles Control—HSMHA.
 El Salvador: AID: 9 Malaria Eradication—HSMHA.
 Ethiopia: AID: 7 Malaria—HSMHA.
 Formosa: NIH/NIAID: 1 Child Health—NIH.
 France: Fogarty International Center:
 1 Scientist—NIH.
 1 Secretary—NIH.
 Gabon: AID: 1 Smallpox Eradication/Measles Control—HSMHA.
 Ghana :
 AID: 3 Smallpox Eradication/Measles Control—HSMHA.
 NIH/National Cancer Institute—NIH: 1 Microbiologist.

Greece : Foreign Quarantine : 1—HSMHA.
 Guatemala : AID : 1 Staff Advisor—Population—OIH.
 Guinea : AID : 1 Smallpox Eradication/Measles Control—HSMHA.
 Haiti : AID : 4 Malaria Eradication—HSMHA.
 Honk Kong : Foreign Quarantine : 1—HSMHA.
 India :
 AID :
 1 Malaria Eradication—HSMHA.
 1 Nurse—Population—OIH.
 Peace Corps : 1 Doctor—HSMHA.
 NIH : 1 Health Scientist (Administration)—NIH.
 Italy : Foreign Quarantine : 1—HSMHA.
 Israel : NIH/NIAMD : 1 Chief, Laboratory of Chemical Biology—NIH.
 Japan :
 NIH/Fogarty International Center : 1 Health Scientist (Administration)—NIH.
 Consumer Protection and Environmental Control : 5 Radiological Health—CPEHS.
 Korea : Peace Corps : 1 Doctor—HSMHA.
 Liberia : AID :
 2 Smallpox Eradication/Measles Control—HSMHA.
 16 National Medical Center Program—HSMHA.
 Mali : AID : 2 Smallpox Eradication/Measles Control—HSMHA.
 Mexico : Foreign Quarantine : 1—HSMHA.
 Nepal : AID : 4 Malaria Eradication—HSMHA.
 Niger : AID : Smallpox Eradication/Measles Control.
 Nigeria :
 AID :
 17 Smallpox Eradication/Measles Control—HSMHA.
 1 Animal Diseases—OIH.
 WHO : 1 Smallpox Eradication—HSMHA.
 Pakistan :
 AID :
 6 Malaria Eradication HSMHA.
 1 Cholera Research Laboratory (Secretary)—NIH.
 NIH/NIAMD : 6 Cholera Research Laboratory—NIH.
 NCDC : 2 Cholera Research Laboratory—HSMHA.
 Panama : AID : 1 Health Advisor—OIH.
 Paraguay : AID : 2 Malaria Eradication—HSMHA.
 Peru : PAHO : 1 Water Supply—OIH.
 Philippines : AID : 12 Malaria Eradication—HSMHA.
 Regional Organization for Central America and Panama (Guatemala) : AID :
 2 Malaria Eradication—HSMHA.
 Senegal :
 AID : 2 Smallpox Eradication/Measles Control—HSMHA.
 Peace Corps : 1 Nurse—HSMHA.
 Sierra Leone : AID : 1 Smallpox Eradication/Measles Control—HSMHA.
 Switzerland : WHO
 1 Child Health and Human Development—NIH.
 1 Smallpox Eradication—HSMHA.
 1 Immunology Research—NIH.
 1 Research in Epidemiology and Communications Sciences—HSMHA.
 1 Health Attache—HSMHA.
 Thailand : AID : 6 Malaria Eradication—HSMHA.
 Togo : AID : 1 Smallpox Eradication/Measles Control—HSMHA.
 Trinidad : NCCD : 1 Kidney Diseases—HSMHA.
 Tunisia : AID : 1 Nutrition—HSMHA.
 Uganda : NIH/NCI : 3 Surgeons—NIH.
 Upper Volta : AID : 2 Smallpox Eradication/Measles Control—HSMHA.
 United Kingdom :
 Foreign Quarantine : 1—HSMHA.
 NIH/NCI : 1 Research Chemist—NIH.
 NIMH : 1 Mental Health—HSMHA.
 Vietnam : AID :
 4 Malaria Eradication—HSMHA.
 3 Nurses—2 OIH, 1—HSMHA.

187

Office of the Secretary/Office of International Health.....	8
National Institutes of Health.....	22
Health Services and Mental Health Administration.....	137
Consumer Protection and Environmental Health Service.....	7
Total	174

FOREIGN NATIONALS EMPLOYED IN FOREIGN COUNTRIES—DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
DEC. 31, 1969

Country	Program	Number
Austria.....	Foreign quarantine.....	2 full time, 9 WAE.
Brazil.....	Fogarty International Center.....	1 full time.
England.....	Foreign quarantine.....	5 full time, 7 WAE.
France.....	do.....	3 full time, 5 WAE.
Germany.....	do.....	4 full time, 4 part time, 6 WAE.
Greece.....	do.....	5 full time, 1 part time, 2 WAE.
Hong Kong.....	do.....	1 full time.
India.....	Fogarty International Center.....	Do.
Italy.....	Foreign quarantine.....	8 full time, 2 part time, 10 WAE.
Japan.....	Fogarty International Center.....	1 full time.
Mexico.....	Foreign quarantine.....	4 full time, 2 part time, 2 WAE.

Note: Total number, 35 full time, 9 part time, 41 WAE.

Source: Foreign Quarantine, Health Services and Mental Health Administration, USPHS Fogarty International Center National Institutes of Health, USPHS.

HEW DOMESTIC EMPLOYEES

OFFICE OF THE SECRETARY

(On duty as of December 31, 1969)

Domestic personnel concerned with international activities

Office of International Affairs	
Immediate Office of the Secretary: HEW S/E:.....	11
Professional	4
Clerical/secretarial/administrative	7

OFFICE OF EDUCATION

(On duty as of Dec. 31, 1969)

Domestic personnel concerned with international activities

Institute of International Studies.....	138
Professional:	
HEW S/E.....	61
AID	13
Department of State.....	15
Department of Defense.....	1
Clerical/secretarial:	
HEW S/E.....	25
AID	11
Department of State.....	11
Department of Defense.....	1
Education Materials Center.....	2
National Center for Educational Research and Development:	
Department of State.....	1
AID	1
Office of Administration.....	5
Department of State.....	2
AID	3

188

Bureau of Educational Personnel Development.....	4
NDEA Title XI Overseas Institutes: Hew S/E:	
Professional	3
Clerical	1
Bureau of Elementary and Secondary Education.....	14
Bilingual Education Programs Branch: HEW S/:	
Professional	7
Clerical	7
National Center for Educational Research and Development.....	15
Foreign Area Research: HEW S/E:	
Professional	10
Clerical	5
Total Office of Education.....	178
Professional	110
Clerical	68

SOCIAL SECURITY ADMINISTRATION

(On duty as of Dec. 31, 1969)

Domestic personnel concerned with international activities

International Staff.....	15
Office of Associate Commissioner for Research and Statistics:	
Professional:	
HEW S/E.....	8.5
AID	3.5
Clerical/secretarial:	
HEW S/E.....	1.5
AID	1.5
Division of Foreign Claims.....	347
Bureau of Retirement and Survivors Insurance:	
Professional and technical.....	216
Clerical/secretarial (all HEW S/E).....	131
Total, Social Security Administration.....	362
Professionals	228
Clerical	134

SOCIAL AND REHABILITATION SERVICE

(On duty as of Dec. 31, 1969)

Domestic personnel concerned with international activities

Division of International Activities.....	19
Office of the Assistant Administrator for Research, Demonstrations, and Training:	
Professional:	
HEW S/E.....	9
AID	2
Clerical/secretarial:	
HEW S/E.....	6
AID	2
Total, Social and Rehabilitation Service.....	19
Professional	11
Clerical	8

189

PUBLIC HEALTH SERVICE (ON DUTY AS OF DEC. 31, 1969)
DOMESTIC PERSONNEL CONCERNED WITH INTERNATIONAL ACTIVITIES

	Professional	Clerical/ secretarial	Total
Office of the Assistant Secretary for Health and Scientific Affairs.....			52
Office of International Health:			
AID funded.....	17	9	
AID funded details from HEW to AID/Washington.....	6	0	
HEW funded.....	11	8	
Office of Personnel AID funded.....	1	0	
National Institutes of Health.....			66
Bureau of Health Manpower.....			
Foreign Students Education Branch:			
AID funded.....	8	12	
National Institute of Allergy and Infectious Diseases:			
HEW funded.....	2	1	
Fogarty International Center:			
HEW funded.....	17	23	
National Library of Medicine:			
AID funded.....	3	0	
Consumer Protection and Environmental Health Service.....			16
HEW funded.....	7	4	
Food and Drug Administration Foreign Affairs Office:			
HEW funded.....	3	2	
Health Services and Mental Health Administration.....			380
Office of Program Planning and Evaluation:			
HEW funded.....	3	2	
National Center for Health Statistics:			
HEW funded.....	2	2	
Regional Medical Program Services (Nutrition):			
AID funded.....	6	5	
Maternal and Child Health:			
HEW funded.....	3	2	
National Center for Family Planning:			
HEW funded.....	1	0	
National Communicable Disease Center:			
Visiting scientists program:			
HEW funded.....	2	1	
Office of International Services:			
HEW funded.....	1	4	
Foreign quarantine:			
HEW funded.....	300	46	
Grand total.....	393	121	514

U.S. DEPARTMENT OF THE INTERIOR,
OFFICE OF THE SECRETARY,
Washington, D.C., February 20, 1970.

HON. PETER H. DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR SENATOR DOMINICK: This refers to your letter requesting statistical information on personnel in the Department of the Interior.

The enclosed statement answers those questions outlined in your letter.

We hope this information will prove helpful in your considerations with the Senate Education Subcommittee.

Sincerely yours,

VIC GAUZZA,
Congressional Liaison Officer.

CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES—INTERIOR

1. The following list includes full-time employees of the Department of the Interior employed in foreign countries as of October 31, 1969, by occupational series. We do not have statistics by occupational series for part-time and temporary employees. All of the following are U.S. citizens.

GS-025	Park management.....	1
GS-083	Police.....	1
GS-110	Economist.....	9
GS-201	Personnel management.....	1
GS-235	Employee development.....	1

GS-301	General clerical and administrative.....	27
GS-305	Mail and file.....	1
GS-312	Clerk-stenographer	2
GS-316	Clerk-DMT	1
GS-318	Secretary	16
GS-322	Clerk-typist	5
GS-334	Computer specialist.....	1
GS-340	Program management.....	6
GS-341	Administrative officer.....	9
GS-343	Management analysis.....	2
GS-345	Program analysis.....	1
GS-391	Communications management.....	3
GS-392	General communications.....	1
GS-393	Communications specialist.....	3
GS-401	General biological science.....	11
GS-414	Entomology	1
GS-454	Range conservation.....	2
GS-470	Soil science.....	12
GS-482	Fishery biology.....	4
GS-486	Wildlife biology.....	6
GS-501	General accounting clerical and administrative.....	1
GS-510	Accounting	7
GS-544	Payroll	1
GS-560	Budget administration.....	2
GS-610	Nurse	3
GS-670	Hospital administration.....	1
GS-801	General engineering.....	15
GS-802	Engineering technician.....	9
GS-808	Architecture	2
GS-810	Civil engineering.....	41
GS-817	Surveying technician.....	1
GS-818	Engineering drafting.....	1
GS-850	Electrical engineering.....	5
GS-855	Electronic engineering.....	1
GS-856	Electronics technician.....	7
GS-873	Ship surveying.....	1
GS-880	Mining engineering.....	1
GS-890	Agricultural engineering.....	1
GS-905	General attorney.....	11
GS-965	Land law examining.....	1
GS-1081	Public information.....	3
GS-1087	Editorial assistance.....	1
GS-1101	General business and industry.....	2
GS-1140	Trade specialist.....	1
GS-1165	Loan specialist.....	1
GS-1170	Realty	2
GS-1313	Geophysics	4
GS-1315	Hydrology	4
GS-1320	Chemistry	1
GS-1321	Metallurgy	3
GS-1350	Geology	40
GS-1370	Cartography	2
GS-1371	Cartographic technician.....	1
GS-1373	Cadastral surveying.....	3
GS-1410	Librarian	1
GS-1640	Facility maintenance.....	10
GS-1654	Printing management.....	1
GS-1670	Equipment specialist.....	1
GS-1710	Education and vocational training.....	21
GS-1712	Instruction	1
GS-2000	General supply.....	10
GS-2003	Supply program management.....	2
GS-2005	Supply clerical and technician.....	1
GS-2134	Shipment clerical.....	1
GS-2181	Aircraft operation.....	1
Total		357

191

2. A total of 161 U.S. citizens employed in foreign countries received inservice training after employment by our agency.

- (a) (1) through colleges and universities, 3.
- (a) (2) through the Foreign Service Institute, 151.
- (b) This additional education averaged about 5 weeks per employee.

CIVILIAN EMPLOYEES WITHIN THE UNITED STATES

1. The Department of the Interior is directly involved in international activities relating to the many aspects of our varied programs. The major portion of the international activities which involves technical assistance, scientific exchange, cooperative technical investigation, and training of participants is conducted in cooperation with the Agency for International Development. Interior also participates in international commissions, has representation in international associations, and is involved in training or supervision of participants from abroad.

2. We have 151 employees of our agency residing in the United States who administer Government programs involving contact with other countries, or have personal contact or regularly communicate with citizens of other countries.

Technical Assistance:

Aquatic	16
Land management	1
Engineering	15
Fish and wildlife	14
Pollution	29
Earth-science	19
Park management and interpretation	2
Desalination	10
Total	106
International relations	27
Administrative and clerical	18
Grand total	151

U.S. DEPARTMENT OF JUSTICE,
Washington, D.C., February 20, 1970.

HON. PETER H. DOMINICK,
Committee on Labor and Public Welfare,
U.S. Senate,
Washington D.C.

DEAR SENATOR DOMINICK: This is in response to your letter of February 4, 1970. The information you requested on civilian employees in foreign countries is listed below in the same order requested.

(1) CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES

Job title	Citizen	Noncitizen
Trial attorney	1	
Liaison officer	1	
Immigration district director	4	
Immigration officer in charge (INS)	11	
Assistant officer in charge (INS)	2	
Immigration officer	13	
Supervisory immigration aide	1	
Immigration aide	4	
Supervisory immigration inspector	5	
Immigration inspector	16	
Immigration examiner	1	
Supervisory criminal investigator	4	
Criminal investigator	21	
Administrative assistant	1	5
Secretary	15	8
Clerk-stenographer	8	4
Clerk-typist	4	
Interpreter stenographer-typist		2
Translator-interpreter		2
Applications examiner-typist		1
Immigration and naturalization assistant		3
Immigration specialist		1
Total	112	26

192

FBI has 61 U.S. citizens employed in foreign countries. Twenty-nine are in the Special Agent classification and 32 perform non-agent (clerical) work.

(2) Prior to April 7, 1969, agent personnel of the Bureau of Narcotics and Dangerous Drugs received briefings at the national headquarters and appropriate State Department foreign desks before reporting to overseas assignments. Since April 7 the policy is to send agent personnel to the Foreign Service Institute and also to provide them with language training through a contract with the Berlitz School.

Three agents have been sent to the Foreign Service Institute and four to the Berlitz School. The average time spent in each school is four weeks.

All employees of Immigration and Naturalization who are citizens and stationed in foreign countries have received in-service training. However, none of these employees has received additional education through colleges or the Foreign Service Institute.

Special Agents of the Federal Bureau of Investigation receive formal in-service training. They are retrained periodically on the same schedule as Special Agents assigned to the domestic United States; namely, after their first three years of service, again three years following that, and then at five-year intervals thereafter. This training is conducted by the FBI in Washington, D.C., and Quantico, Virginia, and each retraining session lasts two weeks.

CIVILIAN EMPLOYEES WITHIN THE UNITED STATES

The Department of Justice has 1,556 employees who reside within the United States but administer Government programs involving contact with other countries, or have personal contact or regularly communicate with citizens of other countries. These employees are:

Job title:	Number of citizens
Director of Bureau of Narcotics and Dangerous Drugs-----	1
Assistant Director of Enforcement (BNDD)-----	1
Chief, Criminal Investigation Division (BNDD)-----	1
Regional Director of New York Regional Office (BNDD)-----	1
Immigration Inspector-----	589
Immigration Patrol Inspector-----	963
Total -----	1, 556

If you have any questions concerning this, please contact Mr. Daniel P. Keenan, Code 187, Extension 3911.

Sincerely yours,

KENNETH J. STALLO,
Director of Personnel and Training.

OFFICE OF THE SECRETARY OF TRANSPORTATION,
Washington, D.C., February 20, 1970.

HON. PETER H. DOMINICK,
*U.S. Senate,
Washington, D.C.*

DEAR SENATOR DOMINICK: Mr. Robert F. Bennett has asked me to respond to your letter of February 4, requesting certain information on the Department's civilian employees in foreign countries as of December 1969.

Enclosed is a listing of civilian employees in foreign countries broken down by generic classification, citizen and noncitizen. The number of such employees is 328. Of that number 298 are citizens and 30 are noncitizens.

Based on available records, approximately 93 of these employees have received additional education through the Foreign Service Institute. The average length of time spent in such additional formal education ranges from two to six weeks in duration. Information is unavailable on education received through colleges and universities.

193

On the questions relating to civilian employees within the United States, approximately 333 employees either administer Government programs involving contact with other countries, or have personal contact or regularly communicate with citizens of other countries. These employees are categorized as indicated below :

Category :	Number
The Secretary and his immediate staff.....	39
Air carrier safety.....	151
Administrative, management, and clerical.....	116
Flight inspection.....	21
Highway engineering.....	4
Training officers.....	2
Total	333

If we can provide further assistance, please contact me.

Sincerely,

GEORGE S. MAHARAY,
Director of Personnel and Training.

DEPARTMENT OF TRANSPORTATION—CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES

Generic classification	Citizen	Noncitizen
Electronic engineer.....	52	3
Air traffic controller.....	49	
Highway engineer.....	42	
Administrative/management.....	50	8
Airways facilities flight inspection pilot.....	32	
Equipment specialist.....	24	
Aviation safety.....	21	
Electronic engineer.....	14	
Aircraft maintenance and quality control.....	4	1
Aerospace engineer.....	4	
Clerical.....	1	18
Civil engineer.....	2	
Engineering technician.....	1	
Telecommunications specialist.....	1	
Transportation specialist.....	1	
Total.....	298	30

TREASURY DEPARTMENT,
Washington, D.C., February 13, 1970.

HON. PETER DOMINICK,
U.S. Senate,
Washington, D.C.

DEAR SENATOR DOMINICK: Your letter of February 4 requesting statistical information on personnel in this Department for use by your Senate Education Committee was referred to me for reply. We have attached the data furnished by Treasury bureaus. If we can be of further assistance, please do not hesitate to call.

Sincerely yours,

AMOS N. LATHAM, Jr.,
Director of Personnel.

TREASURY—EXHIBIT 1 OF 4

Memorandum.

To : Mrs. Esther C. Lawton, Bureau of Customs.

From : Mrs. B. G. McIntyre.

Subject : Statistical information on personnel in foreign countries.

This is in response to your request of February 9, 1970, for the subject information.

194

Civilian U.S. citizens are presently employed in foreign countries in the following positions:

Position	Total incumbents	Number trained	Location of training	Duration of training
Criminal investigator.....	17			
Administrative aid (stenography).....	6			
Executive assistant.....	1			
Customs inspector.....	56			
Customs adviser.....	18	18	Foreign Service Institute.....	1 month each. ¹
Total.....	98	18		

¹ Orientation before going overseas.

Noncitizens are employed as Foreign Service local employees in the following Position:

positions:	Total incumbents
Liaison specialist.....	3
Senior investigator.....	1
General assistant.....	1
Information aid.....	2
Senior adviser.....	1
Administrative assistant.....	3
Customs specialist.....	1
Total	12

On a continuing basis, the below listed staff members, who are U.S. citizens residing in this country, administer a foreign customs assistance program with USAID:

Position:	Total incumbents
Program director.....	1
Staff officer.....	2
Clerical assistant.....	4
Total	7

Importers and brokers from Canada are involved in a Canadian query program with the resident U.S. citizens incumbents of the following positions:

Position:	Total incumbents
District director.....	4
Assistant district director (classification and value).....	3
Customs inspector.....	1
Total	8

TREASURY—EXHIBIT 2 OF 4

Memorandum.

Dated: February 11, 1970.

To: Mrs. Esther C. Lawton, Assistant Director of Personnel.

From: Bureau of Accounts.

Subject: Request from Senate Committee on Labor and Public Welfare on Employees in Foreign Countries or with program responsibilities with citizens of foreign countries.

The following responses cover our involvement with the questions listed in the correspondence from the Senate Committee.

195

A. CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES—PHILIPPINES

1. Title of position:

(a) Citizens:

	Number
Regional Disbursing Officer, GS-501-13-----	1
Assistant Regional Disbursing Officer, GS-501-12-----	1
Total -----	2

(b) Noncitizens:

Chief, payments branch, U-8-----	1
Assistant chief, payments branch, U-7-----	1
Chief, administrative branch, U-6-----	1
Chief, accounting branch, U-6-----	1
Bookkeeper, U-5-----	1
Disbursing accounting clerk, U-4-----	1
Administrative clerk, U-4-----	1
Payment utility clerk, U-4-----	2
Bookkeeper, U-4-----	1
Mail clerk, U-3-----	2
Special addressing machine operator, U-3-----	1
Microphotographer, U-3-----	1
Bookkeeper, U-3-----	1
Stop payment clerk, U-2-----	1
Clerk-typist, U-2-----	3
Plate file clerk, U-2-----	1
Total -----	20

2. Both of our two U.S. citizens employed in the Philippines have received inservice training since employment with the Bureau of Accounts.

(a) Neither received additional inservice education through (1) colleges and universities, or (2) the Foreign Service Institute.

(b) None.

B. CIVILIAN EMPLOYEES WITHIN THE UNITED STATES

1. Yes.

2. Three.

3. In the following two categories, the Bureau of Accounts has functions involving contact with foreign countries or their citizens:

(a) *Collection of indebtedness due from various foreign countries.*—In governments under World War I and II lend-lease and surplus property agreements. These agreements covered aid furnished, surplus supplies sold, and relief supplies furnished various countries during and immediately following the wars. The Accounting Officer is the only official directly involved in these contacts.

(b) *Foreign disbursing functions.*—Involves contact with foreign bank officials on establishment and maintenance of disbursing officer depository accounts in those countries where the Division of Disbursement makes payments under a centralized disbursing system administered by a Treasury disbursing officer. The Chief and Assistant Chief, Financial Services Branch, are the principal officials involved.

D. D. MORGAN,
Personnel Officer.

Paris Field Office:

1 Special Agent in Charge, GS-15, No special training.
1 Special Agent, GS-11.
1 Secretary, GS-7.
Research Assistant, Grade FSI-3 (non-citizen).

TREASURY—EXHIBIT 3 OF 4

Mrs. ESTHER LAWTON, Assistant Director (Classification and Wage Administration) Treasury Department, Director, Personnel Division, Internal Revenue Service.

Referring to your request of February 9, 1970, the following information is submitted on Internal Revenue Service employees overseas, those who administer

196

Government programs involving contact with other countries, and those who have personal contact or regularly communicate with citizens of other countries.

Employees mentioned above are with the Foreign Tax Assistance Staff and the Office of International Operations. We have attached charts giving more specific information. There are no non-citizens employed. All employees from these offices have received the Foreign Service Institute Training. We do not have information about other training they may have had overseas. Civilian employees in other countries total 75. There are 204 civilian employees who administer Government programs involving contact with other countries or have personal contact or regularly communicate with citizens of other countries. This does not include many employees who occasionally have contacts with other countries.

_____, Director.

CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES

Foreign Tax Assistance Staff presently has 52 employees overseas. All have received six weeks training in the Foreign Service Institute. They all are Public Administration Advisors—Tax. The countries they are located in and the number in each country is shown below :

Country :	Number of employees
Argentina	3
Bolivia	2
Brazil	5
Chile	3
Colombia	3
Costa Rica	4
Dominican Republic	6
Vietnam	6
El Salvador	2
Guatemala	1
Honduras	2
Korea	1
Nicaragua	4
Panama	3
Paraguay	1
Peru	2
Turkey	1
Trinidad and Tobago	1
Uruguay	2
Total	52

CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES

Office and country	Number of employees	Title	Training
Office of International Operations:			
France	3	1 supervisor IRA	All have received the Foreign Service Institute training
		1 IRA	
Philippine Islands	4	1 secretary (steno)	
		1 supervisor, IRA	
		2 IRA's	
Canada	2	1 secretary (steno)	
		1 supervisor, IRA	
Brazil	2	1 IRA	
		1 supervisor, IRA	
Mexico	3	1 supervisor, IRA	
		1 IRA	
		1 program aid	
Germany	2	1 supervisor, IRA	
		1 secretary (typing)	
Italy	2	1 supervisor, IRA	
		1 secretary (steno)	
Japan	3	1 supervisor, IRA	
		1 IRA	
		1 secretary (steno)	
England	2	1 supervisor, IRA	
		1 IRA	
Total	23		

197

Civilian employees within the United States who administer Government programs involving contact with other countries or have personal contact or regularly communicate with citizens of other countries

Office	Number of employees
Foreign tax assistance staff:	
Foreign tax assistance officers.....	7
Foreign tax analyst.....	1
Public administration adviser-tax.....	5
Senior planning officer.....	1
Program assistant.....	1
Office of International Operations:	
Executive officer.....	1
Internal Revenue agents.....	91
Tax auditors.....	40
Tax law specialists.....	7
Tax examiners.....	50
Total	204

NOTE: Employees assigned to the Office of International Operations regularly audit tax returns of foreigners either in other countries or on the occasions when noncitizens come to the United States.

TREASURY—EXHIBIT 4 OF 4

Memorandum.

To: Esther C. Lawton, Assistant Director of Personnel (Classification and Wage Administration).

From: Carolyn C. Onufrak, Assistant Director of Personnel (Operations).

Subject: Response to Congressional.

Attached is response to Peter H. Dominick's request of February 4 for information on employees in foreign countries.

The Office of the Secretary has the following civilian employees in foreign countries:

U.S. citizens:	
Professional international economists who serve as financial attachés.....	10
Professional international economists who serve as assistant financial attachés	5
General finance officer who serves as special representative of the Director of Foreign Assets Control.....	1
Professional international economist who serves as Deputy Permanent Representative, U.S. Mission to the Organization for Economic Cooperation and Development.....	1
Professional international economist who serves as financial adviser to the U.S. Delegation to the Organization for Economic Cooperation and Development	1
Secretaries	18
Noncitizens:	
Economist and financial specialist.....	1
Secretarial assistant.....	1
Secretary	1
Clerk-stenographer	1
Messenger (motor vehicle operator).....	1
U.S. Citizens now employed in foreign countries who have received training after employment with the Department:	

All United States citizens selected for overseas assignments receive in-service training prior to re-assignment to a foreign office.....

Employees have received additional education through colleges and universities

Employees have received additional education through the Foreign Service Institute

The average length of time spent in additional formal education has been 243.57 hours (30 days).

The Office of the Secretary has 34 civilian employees who reside within the United States who administer Government programs involving contact with other countries, or have personal contact, or regularly communicate with citizens of other countries.

198

Job title:

	<i>Number</i>
Policy officials.....	10
International economists.....	13
Fiscal economists.....	3
Attorneys	3
Law enforcement.....	2
Administrative	3

U.S. INFORMATION AGENCY,
Washington, March 6, 1970.

Hon. PETER H. DOMINICK,
U.S. Senate.

DEAR SENATOR DOMINICK: This is in response to your letter of February 12, 1970, requesting our assistance in developing some statistical information on personnel in the United States Information Agency.

The information you requested is contained in the following attachments:

Attachment A—United States Citizen Civilian Employees in Foreign Countries by Position Title.

Attachment B—Non-Citizen Employees in Foreign Countries by Functional Category.

Attachment C—United States Citizen Civilian Employees Who Received Inservice Training.

Attachment D—Civilian Employees Within the United States Who Administer Overseas Programs or Who Contact or Regularly Communicate With Citizens of Other Countries.

If you have any questions or require any additional information, please call Mr. Alvin Schlossman, Office of Personnel and Training, on 632-5032.

Sincerely,

EUGENE P. KOPP,
Acting General Counsel and
Congressional Liaison.

ATTACHMENT A—U.S. CITIZEN CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES

Position title:	<i>Number of employees</i>
Public Affairs Officer.....	113
Branch Public Affairs Officer.....	100
Deputy Public Affairs Officer.....	18
Assistant Branch Public Affairs Officer.....	8
Program Assistant.....	3
Public Affairs Counselor.....	3
Field Program Officer.....	8
Subpost Public Affairs Officer.....	6
Assistant Public Affairs Officer.....	10
Public Affairs Trainee.....	48
Executive Officer.....	37
Executive Assistant.....	17
Program Research Officer.....	3
Cultural Affairs Officer.....	82
Branch Cultural Affairs Officer.....	13
Assistant Cultural Affairs Officer.....	79
Cultural Affairs Officer (Director Binational Center).....	5
Assistant Cultural Affairs Officer (Binational Center Assistant Director of Courses).....	4
Assistant Cultural Affairs Officer (Director Library Service).....	8
Assistant Cultural Affairs Officer (Regional Librarian).....	4
Assistant Cultural Affairs Officer (binational center director of courses).....	10
Assistant Cultural Affairs Officer (English teaching officer).....	12
Assistant Cultural Affairs Officer (exchanges).....	14
Assistant Cultural Affairs Officer (binational center director).....	46
Information Center Director.....	20
Assistant Cultural Affairs Officer (binational center student affairs).....	9

ATTACHMENT A—U.S. CITIZEN CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES—Con.

Position title—Continued	Number of employees
Assistant Cultural Affairs Officer (librarian)-----	5
Assistant Cultural Affairs Officer (binational center director of activities)-----	6
Women's activities officer-----	1
Book officer-----	7
Assistant Cultural Affairs Officer (binational center coordinator)-----	3
Information Officer-----	115
Branch Information Officer-----	11
Assistant Information Officer-----	30
Assistant Information Officer (Labor)-----	5
Press Officer-----	33
Assistant Press Officer-----	2
Publications Officer-----	18
Assistant Publications Officer-----	11
Radio officer-----	14
Radio program officer-----	16
TV officer-----	4
Motion picture officer-----	13
Exhibits officer-----	7
Printing specialist-----	9
Printing officer-----	4
Radio engineer (relay station manager)-----	9
Radio officer (technical)-----	5
Radio engineer (chief engineer)-----	2
Radio engineer (supervisor)-----	30
Radio engineer (assistant supervisor)-----	12
Radio antenna and tower maintenance worker/supervisor-----	2
Radio/TV engineering adviser-----	4
Radio engineer (deputy relay station manager)-----	3
Power plant engineer (supervisor)-----	12
Electronics engineer-----	4
Electrical engineer-----	2
Mechanical engineer-----	3
Civil engineer-----	6
Secretary-----	128
Foreign language trainee-----	13
Senior field representative-----	34
Voice of America regional correspondent-----	12
Total-----	1,275

A description of the basic functions performed by employees serving in foreign countries follows:

Public Affairs Officer

Is responsible for the over-all administration of a total USIS country program and for the maintenance of effective working relationships with the Diplomatic Mission and other United States government agencies. This involves the planning, conduct and continuing evaluation of a coordinated program of information and cultural activities designed to reach selected audience groups throughout the country for the purpose of (a) explaining and interpreting United States objectives and policies and winning support therefor by identifying the country's legitimate aspirations with those of the United States; (b) projecting those aspects of American life and culture which will promote an understanding of our country, our people, our way of life and what we stand for; and (c) countering false and hostile anti-United States propaganda.

Executive Officer

Is responsible to the Public Affairs Officer and the Deputy Public Affairs Officer for planning and executing the administrative and managerial functions of the total USIS country program.

Program Research Officer

Is responsible for developing and administering a research program and for serving as advisor to the Public Affairs Officer and Deputy Public Affairs Officer and other officers of the USIS Mission on the use of research findings in the planning and conduct of a USIS country program.

Cultural Affairs Officer

Is responsible for planning, programming, coordinating and executing a country-wide cultural program to further the interests and advance the policies of the United States in an important USIS Mission in a country considered to impose unusual requisites within the cultural field, where its international cultural stature requires a high degree of specialized and personal attention by the Cultural Affairs Officer to increase the understanding and prestige of American cultural, intellectual and educational progress and achievements.

*Assistant Cultural Affairs Officer
(Director of Library Services)*

Is responsible for the central direction and administration of a specialized library system supporting USIA policy directives and country objectives. This system consists of a main library at one of the most important USIS Missions and a number of Branch Post Libraries and Provincial reading rooms.

*Assistant Cultural Affairs Officer
(English Teaching Officer)*

Is responsible for planning, developing, organizing and administering all English teaching activities which may be sponsored or conducted by USIS. May provide policy, technical guidance and appropriate American content for the programs of other United States government agencies. Emphasizes the genuine interest of the United States in local and national educational problems, the availability of USIS guidance and counsel relative to pedagogical and curricular problems and American-produced teaching materials or information on aspects of American education.

*Assistant Cultural Affairs Officer
(Exchanges)*

Is responsible for directing an extensive educational exchange program in one of the largest and most important USIS Missions (Class A) established to further cultural and professional relationships with the United States and increase knowledge of American institutions, traditions and techniques.

*Assistant Cultural Affairs Officer
(Binational Center Director)*

Harmonizes the desires of the local Board of Directors with those of the USIS post to assure that the academic, cultural, social and library programs of the Binational Center contribute effectively to the realization of country objectives.

Information Center Director

Is responsible for the management and operation of a large Information Center, presenting as imaginatively as possible, a cross section of American cultural achievements in such a way as to translate to the people of the surrounding community the free, democratic way of life of the American people and explaining to them the way in which the United States foreign policy objectives serve their interests.

The position may also include responsibilities for planning and directing programs conducted by reading rooms and other centers in the area. Usually serves as the only United States Government representative in the area of assignment with full responsibility for planning and directing all of the Country Plan and United States Foreign Policy. However, other Centers are located in close proximity to USIS Missions or Branch Posts.

Information Officer

Is responsible for planning and directing a complex and diversified information program to further the interests and advance the policies of the United States in a large and important USIS Mission in a country considered to impose unusual requisites in the information field.

Press Officer

Plans and executes the press program in one of the larger or largest and most important USIS Missions designed to promote understanding and acceptance of United States foreign policies and activities in the host country or elsewhere.

Publications Officer

Plans and executes a publications program to further the interests and advance the policies of the United States in one of the largest and most important USIS Missions designed to promote understanding and acceptance of United States foreign policies and activities in the host country or elsewhere.

Radio Officer

Is responsible for planning, coordinating and executing a country-wide radio (TV) program in one of the largest and most important USIS Missions designed to further the interests and advance the policies of the United States.

Motion Picture Officer

Is responsible for planning and executing a country-wide motion picture program in one of the largest and most important USIS Missions for the purpose of promoting an understanding of the United States, its policies and its people.

Exhibits Officer

Is responsible for planning and executing a visual media program at one of the largest and most important USIS Missions to support USIA policy directives and country objectives in a manner compatible with the customs, traditions and conventions of the host country.

Radio Engineer

To supervise the operation, maintenance and administration of overseas relay station radio transmitting and receiving plants.

Secretary

Serves as secretary to a key USIS officer in a USIS Mission, or to a Branch PAO in a large branch post. Is responsible for accomplishing the secretarial and clerical functions within the office or branch post and such routine administrative duties as may be assigned.

Senior Field Representative

Under the direction of the Chief, Field Representative Division, acts as Field Representative (Senior) at the Corps level in carrying out and supervising programs designed to further USIS objectives in outlying regions of Viet-Nam which do not come within the purview of Branch Posts. Supervises and carries out programs developed by the Field Development Division for Provincial Psychological Operations Committees and the Provincial Vietnamese Information Service. Advises and counsels these organizations on a continuing basis.

Voice of America Regional Correspondent

Serves as the VOA correspondent and as such is responsible for topical reporting by voice feed and cable on significant events in the area of assignment, by preparation of news stories, correspondents reports, features, editorial opinion roundups, backgrounders and news analyses. Prepares program series and documentaries on area developments in support of IBS implementation of Agency theme. This material is transmitted directly to IBS, Washington via cable feed and teletype (non-dated material via air shipment) and distributed by the Correspondents Branch, IBS/RC, to the World Wide English and all language services.

ATTACHMENT B—NON-CITIZEN EMPLOYEES IN FOREIGN COUNTRIES

<i>Functional category</i>	<i>Number of employees</i>
Informational and cultural activities :	
Radio activities.....	188
Press and publications activities.....	1,419
Motion picture and television activities.....	604
Cultural centers and related activities.....	1,516
Program support.....	752
Subtotal.....	4,479
Specialized media operations :	
Voice of America transmitter and program operations.....	742
Press printing facilities.....	386
Osaka World's Fair and exhibits servicing.....	20
Subtotal.....	1,148
Grand total.....	5,627

The common aspects of the Agency's informational and cultural activities are as follows:

Radio activities.—the local production of radio news and feature programs for use by local radio stations, the placement on local radio stations of program materials supplied from Washington by the Broadcasting Service (VOA), the production overseas of radio programs for broadcast by the Voice of America, and the promotion of Voice of America programs broadcast to the Area.

Press and publications activities.—the local production and distribution of periodicals, including magazines, newspapers, supplements, wall news papers, newsletters and bulletins; the distributions supplied by the Press and Publications Service from Washington and from the Regional Service Centers in Beirut, Mexico City, and Manila; the placement in local publications of articles and features produced locally, and news and feature materials supplied from Washington by the Press and Publications Service, including materials from the Wireless File; and local production and distribution to select groups or to particular audiences of pamphlets, leaflets, posters and photo displays.

Motion picture and Television activities.—the local production of documentary films, newsreels, television programs, and special coverages targeted to indigenous audiences; adaptation for local use of program materials produced or acquired by the Motion Picture and Television Service in Washington; the maintenance of film libraries; and the distribution and exhibition of film through local theatrical and TV outlets and through loans to private organizations and government channels.

Cultural centers and related activities.—the rental, maintenance, and operation of information centers, reading rooms, distribution outlets, library extension services, and bookmobiles, including local purchases of publications and equipment for USIS libraries and for binational centers; promotion of the translation, publication and distribution abroad of books which further U.S. objectives; operation of exhibits supplied by the Information Center Service from Washington and of exhibits constructed locally; presentation of books and subscriptions to institutions and to carefully selected key opinion leaders; the promotion of English-teaching by conducting classes and seminars, and providing textbooks, supplies, and other support to local institutions offering English language instruction. Other related activities include conducting and supporting programs that promote all aspects of American life and culture through seminars, conferences, lectures, concerts, and art exhibitions, including the overseas administration of the Exchange of Persons Program for the Department of State, encouragement of and assistance to foreign universities in establishing courses in American studies, and promotion of projects conducted under the Cultural Presentations Program of the Department of State, the Special International Exhibitions Program, and the arts program of Smithsonian Institution.

Program Supports.—the conduct of research surveys to assist in tailoring local programs and to assess the effectiveness of USIS operations; assistance in developing and maintaining contact with key opinion leaders in government, education, the military, student groups, etc., except as these personnel contacts are included in the substantive media groupings; the supervision and direction of all USIS operations, including those of branch posts; specialized field extensions and short-term projects staffs; normal servicing and support functions, such as: personnel recruitment and assignment; budgetary and financial management; agent cashier operations; administrative review of vouchers; general clerical, secretarial, typing and filing services; liaison with and securing services from Embassy administrative organizations, including contracting and procurement; packaging and distribution of press materials, radio and TV tapes, books, films, etc.; maintenance of mailing lists; driver-messenger services; building and equipment maintenance; and travel services.

ATTACHMENT C—U.S. CITIZEN CIVILIAN EMPLOYEES IN FOREIGN COUNTRIES WHO RECEIVED INSERVICE TRAINING

(a) Number of employees who received additional education through:	
1. Colleges and universities.....	69
2. Foreign Service institute.....	1,062
Total	1,131
(b) Average length of time spent in (weeks):	
1. Colleges and universities.....	33.5
2. Foreign Service institute.....	13.9

203

ATTACHMENT D—CIVILIAN EMPLOYEES WITHIN THE UNITED STATES WHO ADMINISTER GOVERNMENT PROGRAMS INVOLVING CONTACT WITH OTHER COUNTRIES OR HAVE PERSONAL CONTACT OR REGULARLY COMMUNICATE WITH CITIZENS OF OTHER COUNTRIES

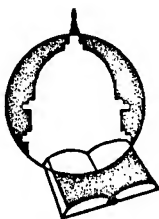
Director of the Agency-----	1
Deputy Director of the Agency-----	1
Executive Assistant to the Director and Deputy Director-----	1
Deputy Director (Policy and Plans)-----	1
Associate Director (Policy and Plans)-----	1
Associate Director (Research and Assessment)-----	1
Deputy Associate Director (Research and Assessment)-----	1
Special Assistant to the Associate Director (Research and Assessment)-----	1
Assistant Directors of the Agency-----	13
Deputy Assistant Directors of the Agency-----	19
Director, Washington Foreign Correspondents Center-----	1
Media Officers, Washington Foreign Correspondents Center-----	2
Director, New York Foreign Correspondents Center-----	1
Information Specialist, New York Foreign Correspondents Center-----	1
Policy Officer (Foreign Areas)-----	12
Program Coordinator (Foreign Areas)-----	16
Foreign Information Specialist (Foreign Areas)-----	36
Regional Officer (Foreign Areas)-----	9
Division Chiefs (Foreign Language Broadcasting)-----	5
Deputy Division Chiefs (Foreign Language Broadcasting)-----	5
Branch Chiefs (Foreign Language Broadcasting)-----	10
Service Chiefs (Foreign Language Broadcasting)-----	29
Deputy Service Chiefs (Foreign Language Broadcasting)-----	14
Special Events Officers (Foreign Language Broadcasting)-----	14
Engineering Manager (Broadcasting Service)-----	1
Division Chiefs (Radio Engineering)-----	3
Assistant to the Assistant Director (Motion Pictures and Television)-----	1
Chief, Training and Liaison Staff (Motion Pictures and Television)-----	1
Chief, International Communications Media Staff (Motion Pictures and Television)-----	1
Program Manager (Motion Pictures and Television)-----	1
Deputy Program Manager (Motion Pictures and Television)-----	1
Chief, Worldwide Field and Assessment Staff (Motion Pictures and Television)-----	1
Field Staff Officers (Motion Pictures and Television)-----	5
Chief, Field Support Staff (Motion Pictures and Television)-----	1
Chief, Acquisitions Staff (Motion pictures and Television)-----	1
Production Manager (Motion Pictures and Television)-----	1
Chief, Staff Production Division (Television)-----	1
Chief, Regional Production Division (Motion Pictures)-----	1
Chief, Film Versions Staff (Motion Pictures)-----	1
Chief, Library Branch (Motion Pictures)-----	1
Assistant Operations Manager (Motion Pictures—New York City)-----	1
Total -----	218

In a general sense, all civilian employees of the United States Information Agency within the United States support the overseas information, cultural and technical programs of the Agency. For the purpose of this letter, management executives at the Assistant Director level and above were considered to administer Agency programs overseas involving contact with other countries. We also reviewed Agency staffing rosters to identify the employees whose positions require that they have personal contact or regularly communicate with citizens of other countries.

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FEDERAL DEPARTMENTS AND AGENCIES WITH RESPONSIBILITIES
IN THE FIELD OF FOREIGN AFFAIRS



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Foreign Affairs Division
July 1, 1964

Washington 25, D.C.

Table of Contents

	<u>Page</u>
Executive Office of the President....	2
Department of State.....	2
Agency for International Development.....	14
Peace Corps.....	16
Department of the Treasury.....	18
Department of Defense.....	20
Department of the Army.....	21
Department of the Navy.....	21
Department of the Air Force.....	22
Department of Justice.....	24
Post Office Department.....	25
Department of the Interior.....	25
Department of Agriculture.....	26
Department of Commerce.....	27
Department of Labor.....	29
Department of Health, Education, and Welfare.....	30
Independent Agencies.....	31
American Battle Monuments Commission.....	31
Atomic Energy Commission.....	31
Canal Zone Government.....	32
Civil Aeronautics Board.....	32
Export-Import Bank of Washington.....	32
Federal Aviation Agency.....	32
Federal Communications Commission.....	32

	<u>Page</u>
Federal Maritime Commission	32
Federal Power Commission.....	33
Federal Reserve System.....	33
Foreign Claims Settlement Commission of the United States.....	33
Housing and Home Finance Agency.....	33
National Aeronautics and Space Administration.....	33
National Science Foundation.....	33
Panama Canal Company.....	34
Saint Lawrence Seaway Development Corporation.....	34
Small Business Administration.....	34
Smithsonian Institution.....	34
United States Arms Control and Disarmament Agency.....	34
United States Civil Service Commission.....	35
United States Information Agency.....	35
United States Tariff Commission.....	37
Miscellaneous Boards, Committees, and Commissions.....	37

FEDERAL DEPARTMENTS AND AGENCIES WITH RESPONSIBILITIES
IN THE FIELD OF FOREIGN AFFAIRS

The following list is a survey of the Federal Departments and Agencies which have responsibilities in the field of foreign affairs, with a brief description of functions. Agencies whose primary responsibilities lie in the field of foreign affairs have been broken down into component parts, but in the case of agencies which have other major responsibilities only the components relating to foreign affairs have been cited. It should be pointed out that reorganizations in the various Departments and Agencies take place frequently and that changes in organization may have occurred although an effort has been made to make the list up to date.

The list has been compiled primarily from the United States Government Organization Manual, 1963-1964, published by the Office of the Federal Register, National Archives and Records Service, General Services Administration, 1963. Also helpful have been Senate Report No. 966, Organization of Federal Executive Departments and Agencies, Report of the Committee on Government Operations, United States Senate, March 23, 1964, and the chart accompanying that report.

This list does not include organizations under the Legislative or Judicial Branches, such as the Library of Congress, the General Accounting Office, or any Congressional Committees, nor does it include international organizations to which the United States belongs.

EXECUTIVE OFFICE OF THE PRESIDENT

WHITE HOUSE OFFICE

Serves President in such ways as he may direct in carrying out his overall responsibility for the direction of United States foreign policy.

BUREAU OF THE BUDGET

Assists President in preparation of the budget, supervises its administration, clears and coordinates departmental advice on proposed legislation, and promotes improvement of Federal services.

International Division

Deals with Government activities falling within the international segment.

NATIONAL SECURITY COUNCIL

Advises President with respect to integration of foreign, military, and domestic policies relating to the national security;
Assesses and appraises objectives and commitments of United States in relation to military power, in the interest of national security;
Under its direction is the Central Intelligence Agency.

CENTRAL INTELLIGENCE AGENCY

Advises the National Security Council in matters concerning intelligence activities of the Government which relate to national security; Correlates and evaluates intelligence relating to the national security and provides for dissemination of intelligence within the Government using where appropriate existing agencies;
Performs for the benefit of existing intelligence agencies additional services which the National Security Council determines can be accomplished more efficiently centrally.

NATIONAL AERONAUTICS AND SPACE COUNCIL

Advises President regarding policies; develops program of activities concerning space and aeronautics.

OFFICE OF EMERGENCY PLANNING

Coordinates and determines policy for emergency preparedness activities. Determines kinds of strategic materials to be stockpiled against emergency, and investigates importation of such commodities. Assists Department of State in discharge of its functions in international telecommunications policies.

209

OFFICE OF SCIENCE AND TECHNOLOGY

Evaluates major plans and programs of science and technology of various Federal agencies, with attention to the relationship of science and technology to security and foreign policy;
Assesses impact of scientific programs on national policies;
Works for good relations with scientific and engineering communities to further their participation in strengthening science and technology in the U.S. and free world.

OFFICE OF THE SPECIAL REPRESENTATIVE FOR TRADE NEGOTIATIONS

Advises and assists the President in the administration of the trade agreements program;
Advises the President on non-tariff barriers to international trade, international commodity agreements, and other matters related to the trade agreements program;
Chairs the Trade Expansion Act Advisory Committee.

DEPARTMENT OF STATE

Chief adviser to the President in foreign policy field;
Primary responsibility for initiating and implementing foreign policy;
Studies bearing of domestic conditions on foreign policy and correlates the activities of other Government agencies that affect foreign relations;
Proposes measures for promoting solidarity with friendly countries and advancement of American ideals;
Develops policies for United States participation in United Nations and other international organizations;
Conducts correspondence with diplomatic and consular representatives of the United States abroad and representatives of foreign nations accredited to the United States.

OFFICE OF THE SECRETARY

Responsible for all activities of the Department.

Executive Secretariat

OFFICE OF THE UNDER SECRETARY

Advises and assists Secretary in formulation and carrying out of foreign policy;
Overall direction of management of Department;
Provides guidance and direction on matters of foreign economic policy.

210

Special Assistant for Fisheries and Wildlife

Formulates and coordinates policy and action on conservation and use of international fisheries and wildlife resources;
Safeguards rights and interests of American fishermen on high seas and off coasts of other countries;
Represents United States on international fisheries commissions;
Primary responsibility for formulating and negotiating international fisheries and wildlife treaties and agreements.

OFFICE OF PROTOCOL

Advises and assists Secretary of State on matters relating to national and international protocol.

OFFICE OF THE UNDER SECRETARY FOR POLITICAL AFFAIRS

Advises and assists in coordinating development and implementation of foreign policy;
Provides overall supervision to geographic bureaus, Bureau of International Organization Affairs, Bureau of Educational and Cultural Affairs, and Bureau of Intelligence and Research;
Reviews execution of foreign policy aspects of basic national security policy;
Provides guidance and direction for operational aspects of policy planning, politico-military policy, and psychological strategy matters.

OFFICE OF THE INSPECTOR GENERAL FOR FOREIGN ASSISTANCE

Reports to Secretary of State concerning effectiveness of United States foreign assistance activities, including military and economic assistance, the Peace Corps, and Public Law 480 assistance.

OFFICE OF DEPUTY UNDER SECRETARY FOR POLITICAL AFFAIRS

Assists Under Secretary for Political Affairs and gives primary attention to politico-military, intelligence and arms control matters and coordination of the activities of the Office of International Scientific Affairs and the Special Assistant for Fisheries and Wildlife.

Deputy Assistant Secretary for Politico-Military Affairs

Provides guidance, coordination, and liaison with Defense Department and military services on politico-military matters.

Office of Munitions Control

Develops, coordinates, and carries out policies relating to export and import control of armaments, including technical data relating to armaments.

211

OFFICE OF DEPUTY UNDER SECRETARY FOR ADMINISTRATION

Responsible for management and organization of the Department and the Foreign Service.

Administrative Officers

Director General of the Foreign Service

Advises and assists in a staff capacity in formulation and implementation of policies concerning the administration of the Foreign Service.

Inspector General of the Foreign Service Inspection Corps

Responsible for directing the diplomatic and consular establishments of the United States which are administered by the Department, the organizational units of the Department, and the Foreign Service personnel.

Foreign Service Institute

Furnishes training and instruction to officers and employees of the Department of State and other government employees for whom training in the field of foreign affairs is necessary, and promotes study programs.

Deputy Assistant Secretary for Security

Develops and directs physical, technical, and personnel security programs of the Department;
Provides investigative services in support of various activities of the Department such as passport, visa, and munitions control;
Maintains liaison with domestic security and law enforcement agencies and protects high officials and representatives of foreign governments, the Secretary and Under Secretary, and representatives of the United States attending international conferences.

Office of Community Advisory Services

Plans and coordinates activities which are primarily related to women's organizations in international affairs.

Office of Evaluations

Office of Special Representational Services

Office of the Special Assistant for Congressional Liaison

212

COUNSELOR AND CHAIRMAN OF THE POLICY PLANNING COUNCIL

Advises and consults with the Secretary and senior officials on diplomatic and foreign affairs problems;
Assists in handling of complex international negotiations and in the evaluation of current foreign policy;
Assists and advises in the formulation of long-range policies and the coordination of planning activities in the Department.

ASSISTANT SECRETARY FOR CONGRESSIONAL RELATIONS

Supervises and coordinates relationships with Congress.

LEGAL ADVISER

Adviser to Department on all legal matters with which the Department and overseas posts are concerned.

OFFICE OF INTERNATIONAL SCIENTIFIC AFFAIRS

Advises Department and Foreign Service on science and technology as it relates to foreign policy in international relations;
Responsible for peaceful uses of atomic energy and outer space and scientific affairs as they relate to development of foreign policy;
Directs overseas Scientific Attaché Program;
Serves as liaison with scientific organizations such as National Science Foundation.

BUREAU OF INTELLIGENCE AND RESEARCH

Develops and carries out a program of research and analysis and positive foreign intelligence for the Department and other agencies;
Procures information and materials and produces intelligence studies and spot intelligence necessary for foreign policy making.

External Research Staff

Conducts liaison with cultural and educational institutions and acts as coordinating center for private and contractual research on foreign areas;
Coordinates intelligence research on psychological aspects of foreign situations.

Office of Current Intelligence Indications

Maintains continuous examination of world situations in light of current intelligence from interdepartmental sources.

Office of Research and Analysis for Near East and South Asia

Office of Research and Analysis for American Republics

213

Office of Research and Analysis for Far East

Office of Research and Analysis for Africa

Office of Research and Analysis for Soviet Bloc

Office of Research and Analysis for Western Europe

Plan, develop, and direct intelligence research and analysis program for State Department in respective geographic regions; Assist in coordinating Bureau program with that of other Federal Agencies.

Office of Research in Economics and Science

Heads program of research in economic, scientific and related programs as they affect international relationships; Directs activities of Geographer of Department.

BUREAU OF PUBLIC AFFAIRS

Provides the public with information regarding U.S. foreign policy; Provides review and guidance on public statements of officials; Provides foreign policy guidance to overseas information programs.

Policy Plans and Guidance Staff

Provides foreign policy guidance for overseas information programs and review and guidance on public statement of officials; Compiles and analyzes American public opinion as it relates to foreign policy, for use of Department; Prepares written material designed to promote United States interest.

Office of News

Provides coverage of United States foreign policy actions and makes official public pronouncements on foreign policy.

Office of Media Services

Provides public with information concerning U.S. foreign policy and actions of the Department through radio, television, and other media; Produces Department's official public informational pamphlets.

Office of Public Services

Maintains relations with private groups interested in foreign affairs and answers correspondence addressed to Department or White House on foreign affairs;

214

Arranges briefing conferences for representatives of news media and nongovernmental organizations and fills requests for Department speakers.

Historical Office

Prepares official record of United States diplomacy and historical studies.

BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

Conducts Department's education and cultural exchange programs; Directs activities of U.S. government relating to UNESCO and educational and cultural activities of regional organizations.

Office of Executive Director

Provides executive direction for Bureau's administration.

Policy Review and Research Staff

Reviews, analyzes, and makes recommendations concerning educational and cultural policies.

Public Information and Reports Staff

Prepares or clears reports and information on cultural and educational matters.

Office of Cultural Presentations

Develops programs of cultural presentations involving sending American performing artists and athletes abroad and cooperates with other parts of Department and USIA in administering these programs.

Educational and Cultural Programs

Directs activities of geographic area offices including student exchange programs, teacher exchange, advanced research exchange, foreign leader program, and specialist exchanges.

Office of African Programs
Office of European Programs
Office of Far Eastern Programs
Office of Inter-American Programs
Office of Near Eastern and South Asian Programs
Office of U.S. Programs and Services

215

Operations Staff, Board of Foreign Scholarships

Provides staff services to the Board and binational commissions abroad.

Multilateral and Special Activities

Formulates policies and takes action on programs relating to the substantive activities of UNESCO and regional international organizations.

Secretariat to U.S. National Commission for UNESCO
Secretariat to the U.S. Advisory Commission on International Educational and Cultural Affairs
Secretariat to the Advisory Committee on the Arts
Provide Secretariat services to the respective organizations.

ASSISTANT SECRETARY FOR CONGRESSIONAL RELATIONS

Supervises and coordinates relationships between Department and the Congress.

BUREAU OF AFRICAN AFFAIRS^{1/}

Office of Inter-African Affairs

Office of Northern African Affairs

Office of Eastern and Southern African Affairs

Office of Central African Affairs

Office of West African Affairs

Office of African and Malagasy Union Affairs

BUREAU OF INTER-AMERICAN AFFAIRS^{1/}

U.S. Representative to the Council of the Organization of American States

U.S. Representative to the Inter-American Economic and Social Council and the Inter-American Committee on the Alliance for Progress

^{1/} The regional bureaus have responsibility for the conduct of foreign relations with the countries in their respective areas, maintain relationships with foreign missions of those countries in the United States, except on substantive consular matters, and guide operation of Foreign Service establishments in their area.

9

Office of Management
Office of Argentine, Paraguayan, and Uruguayan Affairs
Office of Bolivian-Chilean Affairs
Office of Brazilian Affairs
Office of Caribbean Affairs
Office of Colombian-Venezuelan Affairs
Office of Cuban Coordinator
Office of Ecuadorean-Peruvian Affairs
Office of Mexican Affairs
Office of Panamanian Affairs
Office of Plans and Programs
Office of Institutional Development
Office of Capital Development
Office of Regional Economic Policy
Office of Regional Political Affairs

BUREAU OF EUROPEAN AFFAIRS^{1/}

Office of British Commonwealth and Northern European Affairs
Office of Eastern European Affairs
Office of German Affairs
Office of Soviet Union Affairs
Office of Western European Affairs
Office of Atlantic Political and Military Affairs

Develops political and military phases of Atlantic Community, particularly NATO.

Office of Atlantic Political-Economic Affairs

Develops political-economic phases of the Atlantic Community, particularly OECD and European integration.

Soviet and Eastern European Exchanges Staff

Develops policies concerning exchanges with European Soviet bloc and makes arrangements for such exchanges.

^{1/} Ibid.

BUREAU OF FAR EASTERN AFFAIRS^{1/}

Office of East Asian Affairs

Office of Southeast Asian Affairs

Office of Southwest Pacific Affairs

Office of Regional Affairs

Office of Asian Communist Affairs

BUREAU OF NEAR EASTERN AND SOUTH ASIAN AFFAIRS^{1/}

Office of Greek, Turkish and Iranian Affairs

Office of Near Eastern Affairs

Office of South Asian Affairs

Office of Near Eastern and South Asian Regional Affairs

BUREAU OF INTERNATIONAL ORGANIZATION AFFAIRS

Provides guidance and support for participation in international organizations and conferences and serves as channel between the government and such organizations;
Prepares United States position on and coordinates Federal Government interest with respect to international organization matters.

Office of United Nations Political Affairs

Handles political and security matters concerning the United Nations and procedures of the Security Council, Military Staff Committee, and General Assembly;
Substantive responsibility for matters relating to non-self-governing territories and International Trusteeship System.

Office of International Economic and Social Affairs

Handles matters relating to Economic and Social Council of the United Nations and the specialized agencies, and economic, social, and humanitarian matters in the General Assembly;
Coordinates and develops U.S. positions on international aspects of social problems and assists in coordinating technical assistance programs of United States with those of international organizations.

Office of International Administration

Coordinates policy on financial support for international organizations and general administration of such organizations.

^{1/} Ibid.

218

Office of International Conferences

Prepares United States position on participation in international conferences and makes administrative arrangements for United States participation.

BUREAU OF ECONOMIC AFFAIRS

Responsible for development of economic aspects of United States foreign policy and assuring consistency among the various components.

Mutual Defense Control Staff

Responsible for matters relating to economic defense; administers the Mutual Defense Assistance Control Act of 1951, as amended.

Foreign Reporting Staff

Develops and directs economic reporting programs of the Foreign Service.

Office of International Resources

Develops policy recommendations and administers programs relating to international commodity problems.

Commodity Programming Division
Foodstuffs Division
Industrial and Strategic Materials Division
Fuels and Energy Division
Fibers and Textiles Division

Office of International Trade

Develops recommendations for and administers programs relating to international trade and restrictive business practices affecting U.S. interests abroad.

International Business Practices Division
General Commercial Policy Division
Special Trade Activities and Commercial Treaties Division
Trade Agreements Division

Office of International Aviation

Develops recommendations and administers programs relating to international aviation.

Office of Telecommunications and Maritime Affairs

Develops recommendations and administers programs relating to shipping and communications.

Office of International Finance and Economic Analysis

Develops recommendations and administers programs relating to international finance, lend-lease and surplus property, and disposal of foreign excess property.

BUREAU OF ADMINISTRATION

Establishes and promulgates the organizational structure of the Department;
Administers personnel, budget, foreign buildings, and general administrative services.

Office of the Executive Director for Administration

Office of Budget and Finance

Coordinates, supports, and supervises fiscal functions including accounting and financial reporting.

Office of Foreign Buildings

Provides and maintains office and residential quarters for Foreign Service and other Federal agencies abroad.

Office of Communications

Formulates policies and administers domestic and overseas communications program. Coordinates communication activities with other agencies.

Office of Management

Responsible for improving organization, management, and procedures of the Department.

Office of Operations

Provides services to support substantive operations of the Department, such as printing, interpreting and translating services, library, and records.

Office of Personnel

Develops and carries out personnel programs.

BUREAU OF SECURITY AND CONSULAR AFFAIRS

Develops related policies and administers and enforces immigration and nationality laws;
Responsible for protection and welfare of American interests and citizens abroad.

Passport Office

Administers laws and develops regulations and policy relating to nationality and protection and control of travel of United States nationals and citizens.

Visa Office

Responsible for matters relating to the issuance of visas.

Office of Special Consular Services

Formulates and coordinates policy respecting protection of American citizens and interests abroad.

Office of Refugee and Migration Affairs

Develops and coordinates policies concerning refugees, displaced persons, and migrants.

AGENCY FOR INTERNATIONAL DEVELOPMENT

As an agency within State Department, responsible for carrying out non-military foreign assistance programs;
Supervises and directs all assistance programs under Foreign Assistance Act of 1961 and Latin American development and Chilean reconstruction program;
Responsible for economic assistance programs and coordination of military and economic assistance programs.

OFFICE OF THE ADMINISTRATOR

Plans, directs, and coordinates foreign assistance programs.

Office of the Deputy Administrator

Executive Secretariat

Office of Assistant Administrator for Administration

PROGRAM COORDINATION STAFF

Develops nonmilitary assistance program policies;
Recommends allocation of resources;
Coordinates military assistance programs with foreign economic assistance.

INTERNATIONAL DEVELOPMENT ORGANIZATIONS STAFF

Secures contributions in development aid from other industrialized countries to increase sharing of foreign aid and better coordinate bilateral and multilateral aid efforts.

221

INFORMATION STAFF

Prepares and disseminates information to public.

CONGRESSIONAL LIAISON STAFF

Maintains liaison between Congress and Agency.

GENERAL COUNSEL

Provides legal services and advice to Agency.

MANAGEMENT INSPECTION STAFF

Conducts inspections and investigations of Agency operations and personnel.

REGIONAL BUREAUS

Bureau for Far East

Bureau for Near East and South Asia

Bureau for Latin America

Bureau for Africa

Plans and directs overseas AID missions within region;
Formulates and reviews assistance programs in region;
Submits budget and justifications of program in region;
Directs allocation of resources among missions in region;
Assures liaison with Department of State, other agencies and organizations, and officials of recipient country.

OFFICE OF DEVELOPMENT FINANCE AND PRIVATE ENTERPRISE

Develops policies for capital assistance programs;
Coordinates AID loan program with programs of other lending institutions;
Administers investment guaranty and survey programs;
Serves as focal point for contact with private investment interests.

OFFICE OF TECHNICAL COOPERATION AND RESEARCH

Provides guidance and assistance in area of educational and social development;
Develops research programs and evaluates techniques for application.

OFFICE OF MATERIAL RESOURCES

Formulates policies and procedures concerning various types of commodity assistance and provides advice on procuring such commodities.

OFFICE OF ENGINEERING

Provides engineering policies for technical assistance programs and capital projects and reviews projects for engineering feasibility.

222

OFFICE OF PUBLIC SAFETY

Responsible for public safety programs.

OFFICE OF THE CONTROLLER

Conducts accounting, auditing, and budgeting operations.

OFFICE OF PERSONNEL ADMINISTRATION

Responsible for personnel administration and policies.

OFFICE OF MANAGEMENT PLANNING

Assists other offices in management analysis and management improvement.

OFFICE OF SECURITY

Responsible for security program.

OFFICE OF INTERNATIONAL TRAINING

STATISTICS AND REPORTS DIVISION

GENERAL SERVICES DIVISION

COMMUNICATIONS RESOURCES DIVISION

PEACE CORPS

As an agency within the Department of State, arranges for placement abroad of volunteers from the United States to help newly developing nations fill their needs for skilled personnel.

OFFICE OF PROGRAM DEVELOPMENT AND OPERATIONS

Responsible for negotiation and operation of Peace Corps projects; Provides policy guidance to Peace Corps representatives overseas.

OFFICE OF PUBLIC AFFAIRS

Makes available knowledge about opportunities in and requirements of Peace Corps; Provides information about Peace Corps to the Congress.

OFFICE OF PEACE CORPS VOLUNTEERS

Selects and trains Peace Corps volunteers and provides administrative support for them.

OFFICE OF MANAGEMENT

Develops management policies and responsible for administrative services, financial management, and personnel administration.

223

OFFICE OF PLANNING AND EVALUATION

Conducts program to strengthen processes concerning volunteers and advises Director on concepts and goals.

GENERAL COUNSEL

Provides legal advice and representations.

DIVISION OF CONTRACTS AND LOGISTICS

Responsible for negotiation and administration of service contracts for such purposes as training, overseas administration, research, and special transportation arrangements.

MEDICAL PROGRAM DIVISION

Responsible for examination and health care of volunteers; Provides technical advice on programs in health field and health evaluation of proposed projects.

OFFICE OF PUBLIC AFFAIRS

Issues information booklets and represents Peace Corps in relations with news media.

DIVISION OF UNIVERSITY, PRIVATE AND INTERNATIONAL COOPERATION

Provides channels for cooperation with private organizations, colleges, and international organization in supporting overseas projects.

DIVISION OF RESEARCH

Operates research program, primarily through contracts, to improve selection and training methods.

NATIONAL ADVISORY COUNCIL

Provides continuing guidance.

UNITED STATES MISSION TO THE UNITED NATIONS

Carries out instructions of President as transmitted by the Department of State concerning United States participation in the United Nations; Serves as main channel between United Nations organs and Department of State.

UNITED STATES NATIONAL COMMISSION FOR UNESCO

Consists of 100 members representing private organizations, local government, and other citizens; Acts in advisory capacity of matters relating to UNESCO, and maintains liaison on UNESCO matters; Secretariat furnished by Department of State.

224

DEPARTMENT OF THE TREASURY

OFFICE OF FINANCIAL ANALYSIS

Provides analysis of economic problems, both domestic and international, and advises on policies concerning Government economic policies.

OFFICE OF FOREIGN ASSETS CONTROL

Administers Foreign Assets Control Regulations which block assets of Communist China and North Korea and their nationals in the United States;
Administers Cuban Import Regulations prohibiting unlicensed imports of Cuban origin into the United States.

OFFICE OF INTERNATIONAL AFFAIRS

Advises on policies and programs relating to Treasury Department responsibilities in international economic, financial, and monetary field, including balance of payments and gold outflow problems, foreign exchange problems and agreements, and the operations of the International Monetary Fund, International Bank for Reconstruction and Development, Inter-American Development Bank, and foreign lending programs;
Makes continuing studies of flow of capital funds into and out of United States and international accounts of foreign countries;
Studies legislation and policies of other countries relating to financial matters;
Participates in negotiations with foreign governments on relevant matters, and advises other agencies on financial programs involving foreign exchange and finance; maintains Treasury representatives abroad who advise diplomatic missions.

Balance of Payments Office

Financial Policy Coordination Office

International Economic Activities Office

Industrial Nations Office

Developing Nations Office

Latin America Office

OFFICE OF INTERNATIONAL TAX AFFAIRS

Responsible for analytical activities relating to international tax matters; prepares analysis of proposed tax legislation affecting international investment and trade;
Participates in negotiation of treaties on double taxation and tax obstacles to trade.

225

OFFICE OF LAW ENFORCEMENT COORDINATION

Among other activities maintains liaison with international law enforcement agencies and its Director serves as U.S. representative with International Criminal Police Organization (INTERPOL)

BUREAU OF CUSTOMS

Administers powers and duties of Secretary of Treasury relating to the importation and entry of merchandise into the United States and export from the United States, collecting duties on imported merchandise, preventing smuggling, and administering certain navigation laws and treaties;

Regulates certain marine activities such as the use of foreign vessels in the territorial waters of the United States.

BUREAU OF ACCOUNTS

Among other duties collects principal and interest on obligations due from foreign governments under lend-lease and other agreements and keeps related records; handles matters relating to settlement of War Claims Act of 1928 and International Claims Settlement Act of 1949 as amended.

INTERNAL REVENUE SERVICE

Foreign Tax Assistant Staff

Provides assistance in the field of tax administration to foreign governments through such methods as visitation programs, recruitment of specialized personnel, and advisory services;

Conducts surveys for evaluating problems and progress of foreign governments in their tax administration.

Office of Assistance Commissioner (Compliance)

Office of International Operations

BUREAU OF NARCOTICS

Supervises administration of sections of Internal Revenue Code relating to narcotic drugs and marihuana,, and the Opium Poppy Control Act of 1942;

Cooperates with Department of State in carrying out international obligations of the United States relating to traffic in narcotic drugs.

UNITED STATES COAST GUARD

Provides navigational aids to maritime commerce and trans-oceanic air commerce;

Enforces applicable Federal laws on high seas and waters subject to U.S. jurisdiction.

DEPARTMENT OF DEFENSE

Responsible for supporting and defending Constitution of United States from all enemies, foreign and domestic;
Protects national security of the United States and its possessions and protects areas of vital interest.

DIRECTOR OF DEFENSE RESEARCH AND ENGINEERING

Recommends policies governing Defense Department planning and program development;
Plans programs of research and development to meet requirements of national military objectives;
Reviews projects, objectives of programs, and programs of other Defense Department research and development agencies.

Advanced Research Projects Agency

Responsible for basic and applied research and development programs as are assigned.

Weapons Systems Evaluation Group

Provides analyses under projected conditions of war of weapons systems, influence of weapons systems upon strategy and tactics, and effectiveness and cost of weapons systems.

ASSISTANT SECRETARY OF DEFENSE (INTERNATIONAL SECURITY AFFAIRS)

Develops and coordinates Defense Department policies and plans in field of international politico-military and foreign economic affairs, including disarmament and with regard to negotiating and monitoring of international agreements on matters such as military facilities and status of forces;
Develops Defense Department policies relating to Military Assistance Program and administers Military Assistance Programs and other activities of interest to Defense Department under Mutual Security Program;
Plans and organizes activities of Military Assistance Advisory Groups as they concern military assistance functions.

JOINT CHIEFS OF STAFF

Prepare strategic plans and provide for strategic direction of the armed forces;
Provide statements of military requirements and guidance for use in development of budgets, foreign military aid programs, and programs of scientific research;
Provides United States representation on Military Staff Committee of the United Nations and, as authorized, other military staffs, missions, and international bodies.

227

DEPARTMENT OF THE ARMY

Provides support for United States national and international policy through maintaining land forces.

ARMY GENERAL STAFF

Chief of Research and Development

Has responsibility for Army research and development activities including research and development aspects of international military cooperation programs.

Assistant Chief of Staff for Force Development

General staff responsibility for, among others, overall international military standardization programs.

Assistant Chief of Staff for Intelligence

Responsibility for all matters pertaining to the intelligence and counterintelligence activities of the United States Army; Liaison with foreign military personnel in the United States.

Chief Signal Officer

Responsible for communications services including engineering of long haul strategic communications systems and satellite and outer space communications and tracking.

Chief of Transportation

Responsible for transportation and transportation services; technical supervision of a world-wide motor, rail, and watercraft operations.

UNITED STATES ARMY MATERIEL COMMAND

Provides materiel and related services to Army elements and other United States and foreign agencies as directed.

DEPARTMENT OF THE NAVY

Maintains Navy and Marine forces to uphold national policies and interest.

OFFICE OF THE CHIEF OF NAVAL OPERATIONS

Deputy Chief of Naval Operations (Plans and Policy)

Advises Chief of Naval Operations on international politico-military matters.

228

Office of Naval Intelligence

Collects and disseminates intelligence of naval interest.

Bureau of Supplies and Accounts

Manages world-wide transportation of Navy property.

Office of Naval Research

Among other duties surveys world-wide findings and trends in research and development.

Office of Naval Petroleum and Oil Shale Reserves

Studies oil reserves and advises on all matters relating to foreign and domestic hydrocarbon resources.

UNITED STATES MARINE CORPS

Assistant Chief of Staff, G-2

Formulates policies pertaining to intelligence.

Assistant Chief of Staff, G-4

Formulates logistics plans and coordinates matters relating to international standardization.

MILITARY SEA TRANSPORTATION SERVICE

Provides sea transportation for Department of Defense.

DEPARTMENT OF THE AIR FORCE

Maintains Air Force forces in order to defend United States against aerospace attack, maintain general aerospace supremacy, defeat enemy aerospace forces, and control vital air areas.

UNDER SECRETARY OF THE AIR FORCE

Responsible for direction of Air Force affairs and specific responsibility for Air Force relations with foreign countries and participation in the Military Assistance Program.

Deputy for Requirements Review

Responsible for analysis of requirements and plans from which they derive; responsible for participation by the Air Force in Military Assistance Program and other international activities which are assigned.

GENERAL COUNSEL

Among other legal duties represents Secretary of Air Force in dealing with other Government agencies on matters relating to negotiation of international agreements which affect the Air Force.

229

AIR STAFF

Assistant Chief of Staff, Intelligence

Responsible for Air Force intelligence plans and policies and production of air intelligence;
Operates air attaché system and provides liaison between foreign military representatives and the Air Force.

Deputy Chief of Staff, Research and Development

Develops programs in field of basic and applied research which involve scientific and technical working relationships with foreign and international organizations.

Deputy Chief of Staff, Systems and Logistics

Responsible for logistical support; including execution of Air Force portion of foreign mutual assistance program.

AIR DEFENSE COMMAND

Air Force component in North America Air Defense Command/Continental Air Defense Command structure.

AIR FORCE LOGISTICS COMMAND

Provides world-wide logistics support.

HEADQUARTERS COMMAND, USAF

Provides miscellaneous services including administration of air Attaché and Air Mission units and other special mission personnel overseas.

MILITARY AIR TRANSPORT SERVICE

On a world-wide basis provides air transportation for the three services.

OVERSEA COMMANDS

United States Air Forces in Europe

Pacific Air Forces

Alaskan Air Command

Caribbean Air Command

In their area of operation, responsible for fighter, bomber, transport, and logistic functions;
Assist air forces of other countries as directed.

23

230

DEFENSE COMMUNICATIONS AGENCY

Responsible for the direction of Defense Communications System which includes all Defense Department world-wide, long-haul facilities required to provide communications between certain groups and the integration between ground and space elements of defense communications systems.

DEFENSE INTELLIGENCE AGENCY

Directs Department of Defense intelligence resources assigned to it and coordinates intelligence functions retained by military departments.

NATIONAL SECURITY AGENCY

Performs technical and coordinating functions relating to national security.

DEPARTMENT OF JUSTICE

CIVIL DIVISION

Among other matters is assigned litigation and administrative management of certain alien property claims.

CRIMINAL DIVISION

Among other matters has supervision over international extradition proceedings and handles litigation arising under immigration and nationality laws.

INTERNAL SECURITY DIVISION

Deals with prosecutions relating to espionage;
Administers Foreign Agents Registration Act;
Represents Department of Justice in development of plans for exchanging visits between Iron Curtain countries and U.S.

FEDERAL BUREAU OF INVESTIGATION

Investigates violations of Federal laws including espionage and sabotage.

IMMIGRATION AND NATURALIZATION SERVICE

Administers immigration and naturalization laws; patrols borders to prevent surreptitious entry, registers and fingerprints aliens.

BOARD OF IMMIGRATION APPEALS

Reviews on appeal deportation cases and exclusion cases.

- 24

231

POST OFFICE DEPARTMENT

BUREAU OF TRANSPORTATION AND INTERNATIONAL SERVICES

Responsibilities include to develop policies on the exchange of mail with other countries and represent Post Office Department in dealings with other countries and international postal unions concerning exchange of mail.

DEPARTMENT OF THE INTERIOR

OFFICE OF GEOGRAPHY

Standardizes geographic names of foreign places for use on publications of Federal government.

OFFICE OF MINERALS AND SOLID FUELS

Develops data on productive capacity and supplies of metals, minerals and solid fuels from domestic and foreign sources.

OFFICE OF OIL AND GAS

Provides advice to United States delegations to meetings of NATO's Petroleum Planning Committee and Energy and Oil Committees of the Organization for Economic Cooperation and Development; Provides advice on petroleum and gas to foreign governments and supports United States representatives to pertinent international meetings.

OFFICE OF SALINE WATER

Maintains research and development program of international scope for economic conversion of saline water.

OIL IMPORT ADMINISTRATION

Allocates imports of petroleum and petroleum products among qualified applicants and issues import licenses accordingly.

UNITED STATES FISH AND WILDLIFE SERVICE

BUREAU OF COMMERCIAL FISHERIES

Responsible for activities relating to international agreements on fishery resources and enforcing regulations relating to these international agreements.

25

232

OFFICE OF TERRITORIES

Responsible for specified noncontiguous areas under U.S. jurisdiction; Promotes economic, social, and political development of the areas and conducts territorial affairs in coordination with U.S. defense policies; Provides administrative services to governors of the territories and the High Commissioner of the Trust Territory of the Pacific Islands.

BUREAU OF RECLAMATION

Functions include rendering technical assistance to foreign countries on water resource development in cooperation with other agencies.

DEPARTMENT OF AGRICULTURE

AGRICULTURAL RESEARCH SERVICE

Foreign Research and Technical Programs Division

Administers research activities abroad on development of additional uses for U.S. agricultural commodities and in areas of forestry, farm, and market research; Coordinates and carries out activities of the Research Service in international assistance programs.

FOREIGN AGRICULTURAL SERVICE

Represents Department of Agriculture in foreign matters; Primary responsibility for developing foreign markets for U.S. farm products; appraises marketing opportunities, competition, and barriers; administers certain foreign trade programs; Provides information on agricultural matters in foreign areas; Participates in agricultural parts of technical assistance programs including training of foreign visitors.

AGRICULTURAL STABILIZATION AND CONSERVATION SERVICE

Responsibilities include operations under International Wheat Agreement and the sugar program.

FEDERAL EXTENSION SERVICE

In cooperation with Foreign Agricultural Service supervises training programs of foreign visitors interested in agriculture and home economics and gives other technical assistance.

ECONOMIC RESEARCH SERVICE

Foreign Regional Analysis Division

Makes economic analyses of developments affecting trade in farm products in foreign countries and their impact on U.S. exports, including research on agricultural situation by countries and regions.

26

233

Development and Trade Analysis Division

Analyzes economic development processes in foreign countries, economic effect of Food for Peace programs, effects of alternative U.S. export programs on domestic farm income and foreign trade, and agricultural policies of foreign countries.

DEPARTMENT OF COMMERCE

OFFICE OF THE SECRETARY

National Export Expansion Coordinator

Coordinates all parts of the Export Expansion Program.

OFFICE OF THE ASSISTANT SECRETARY OF COMMERCE FOR DOMESTIC AND INTERNATIONAL BUSINESS

Advises Secretary on domestic and international aspects of Department's responsibilities on trade, industry, and related economic activities.

OFFICE OF THE ASSISTANT SECRETARY OF COMMERCE FOR SCIENCE AND TECHNOLOGY

Office of Technical Services

Among other responsibilities provides, under contract to the Agency for International Development, technical aids for industrially developing nations; collects and distributes translations of foreign technical literature.

BUSINESS AND DEFENSE SERVICES ADMINISTRATION

Office of International Commodity Activities

Develops export potential for certain commodities, disseminates information on foreign trade opportunity; analyzes effect of international trade impediments, and furnishes information in preparation for international trade negotiations.

OFFICE OF BUSINESS ECONOMICS

Provides basic economic measures including information on the United States balance of payments.

BUREAU OF THE CENSUS

Foreign Demographic Analysis Division

Foreign Trade Division -- Issues reports on foreign trade of U.S.

International Statistics Program Office

Provides statistical consultation to foreign governments and assists in training of foreign visitors studying statistical methods.

234

BUREAU OF INTERNATIONAL COMMERCE

Center of international commercial activities in Commerce Department, with objectives of creating favorable trading climate overseas, stimulating expansion of foreign trade of U.S., and providing information.

Office of the Director

International Organization Staff
Advisory Committee on Export Policy Executive Secretariat
Export Control Compliance Commissioner

Foreign Trade Zones Board Executive Secretariat

Conducts regulatory and technical affairs of Foreign Trade Zones Board.

Office of Publications and Information

Studies and reports international marketing news and trading opportunities through periodicals, publications, and direct communications.

Office of Commercial and Financial Policy

Develops Commerce Department's international economic policies and programs; prepares for tariff negotiations, designs proposals to expand foreign trade, and directs attention to potential import problems;
Shares in making policies affecting public international lending through staff participation in National Advisory Council on International Monetary and Financial Problems.

Office of International Regional Economics

Programs trade expansion program in individual countries and regions;
Assists U.S. firms in problems of doing business abroad;
Analyzes overseas economic development and provides information to American business on pertinent developments;
Recommends policy on individual countries and regions;
Programs and coordinates trade fairs, missions, and other promotional activities, and correlates commercial staffing of Foreign Service posts.

OFFICE OF EXPORT CONTROL

Regulates exports of strategic commodities to unfriendly destinations and carries out U.S. foreign policy.

235

OFFICE OF INTERNATIONAL INVESTMENT

Identifies investment opportunities in developing countries and brings them to attention of U.S. business;
Licenses U.S. manufacturing processes abroad and helps accelerate economic growth of less developed countries;
Encourages firms abroad to make direct investments in United States.

OFFICE OF INTERNATIONAL TRADE PROMOTION

Supports export expansion effort through promotion of trade centers, trade fair exhibits, and trade missions;
Analyzes and distributes information on foreign distributors and importers to United States businessmen.

UNITED STATES TRAVEL SERVICE

Develops and carries out program to encourage and facilitate travel to United States by foreign peoples.

Sales Promotion Division

Media Relations Division

Facilitation and Planning Division

Visitor Services Division

Overseas Offices

NATIONAL BUREAU OF STANDARDS

Serves as contact point for exchange of standards with other governments and participates in developing new international standards of measurement.

WEATHER BUREAU

Under agreement with foreign governments provides forecasts for many overseas air routes;
Is managing agency for meteorological satellite system to provide for continuous observation and reporting of world-wide meteorological conditions.

DEPARTMENT OF LABOR

BUREAU OF INTERNATIONAL LABOR AFFAIRS

Discharges Labor Department functions in international labor field and directs international activities of Department's various offices;
Studies and advises on implications of international labor developments for United States foreign and domestic policy; analyzes effects of United States developments on labor aspects of foreign affairs;
recommends policies to promote United States national interest;
Develops programs in field of labor for foreign countries and helps achieve foreign policy objectives relating to labor abroad;

236

Responsible for U.S. participation in International Labor Organizations;
Assists Department of State with labor attaché program and formulation of labor policy for international meetings such as UN Economic and Social Council;
Coordinates programs of technical cooperation and exchange of persons.

Office of Bureau Administrator
Office of Program Development and Coordination
Office of International Organizations
Office of Country Programs
Division of Foreign Economic Policy
Division of Trade Union Exchange Programs
Division of Administration and Management

WOMEN'S BUREAU

Assist in exchange programs of women community leaders and advises delegations to international conferences on matters relating to women's status;
In cooperation with Bureau of International Labor Affairs assists in carrying out international labor standards and programs of exchange of persons.

OFFICE OF THE SOLICITOR

Through the Bureau of International Labor Affairs provides all legal services and research relative to participation by Labor Department in international labor affairs.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE SECRETARY

Assistant Secretary
Serves as principal staff adviser on international programs of the Department.

PUBLIC HEALTH SERVICE

Office of the Surgeon General
Provides overall policy and program direction for activities in the field of international health.

BUREAU OF MEDICAL SERVICES

Implements laws and regulations to prevent introduction of diseases through system of world-wide epidemiological vigilance and inspection of arrivals from abroad.

237

NATIONAL INSTITUTES OF HEALTH

Office of International Research

Carries out responsibilities in international medical research.

OFFICE OF EDUCATION

Bureau of International Education

Division of International Studies and Services makes studies of foreign education, provides teaching aids about other countries to be used in schools in the United States, and prepares reports for international conferences.

Division of Technical Assistance and Exchange Programs

Recruits American educators for technical assistance programs and exchange programs; arranges study programs for foreign teachers visiting in the United States; provides information on exchanges and promotes study of modern foreign languages.

WELFARE ADMINISTRATION

Office of the Commissioner

Provides training services for foreign exchanges, recruits experts, participates in technical exchange with international organizations, and assists in preparation for international meetings.

Cuban Refugee Program Staff

Administers emergency program to assist Cuban refugees.

Children's Bureau

Duties include to provide information on children's services to other countries and recruitment of specialists in maternal and child welfare under the technical-assistance program.

I N D E P E N D E N T A G E N C I E S

AMERICAN BATTLE MONUMENTS COMMISSION

Designs and constructs cemeteries and memorials for American servicemen outside the United States and performs related functions.

ATOMIC ENERGY COMMISSION

Provides and administers programs for development, use, and control of atomic energy including programs of international cooperation.

DIVISION OF INTERNATIONAL AFFAIRS

DIVISION OF SPECIAL PROJECTS

31

CANAL ZONE GOVERNMENT

Under supervision of Secretary of Army and administration of Governor of the Canal Zone, is charged with civil government of the Canal Zone.

CIVIL AERONAUTICS BOARD

Functions include regulation of economic aspects of international and domestic air carrier operations and participation in development of international air transportation. Assists Department of State in negotiation of international agreements on establishment of air routes.

EXPORT-IMPORT BANK OF WASHINGTON

Aids in financing and facilitating exports, imports, and exchange of commodities between United States and foreign countries or nations.

FEDERAL AVIATION AGENCY

Functions include promoting civil aviation abroad through technical assistance in aviation to other governments and exchange of aeronautical information.

OFFICE OF INTERNATIONAL AVIATION AFFAIRS

EUROPE-AFRICA-MIDDLE EAST OFFICE

FEDERAL COMMUNICATIONS COMMISSION

Regulates interstate and foreign commerce in communications; handles technical aspects of negotiations on international telecommunications matters; responsibilities in connection with Communications Satellite Act of 1962; is empowered to require circuit to a specified foreign point when Secretary of State advises it is required in the national interest.

FEDERAL MARITIME COMMISSION

Regulates services, agreements, and practices of common carriers by water and other persons engaged in foreign commerce; passes on tariff filings.

OFFICE OF INTERNATIONAL AFFAIRS

BUREAU OF FOREIGN REGULATION

FEDERAL POWER COMMISSION

Participates in international investigations and studies concerning international waters; evaluates applications and issues permits for construction or connection of facilities at the border for export or import of natural gas.

FEDERAL RESERVE SYSTEM

May grant member banks the authority to establish branches in foreign countries or invest in stocks of banks engaged in international banking; supervises activities of corporations organized under Federal law to engage in international banking or foreign financing.

DIVISION OF INTERNATIONAL FINANCE

FOREIGN CLAIMS SETTLEMENT COMMISSION OF THE UNITED STATES

Determines claims of U.S. nationals against foreign governments pursuant to programs under specified acts.

HOUSING AND HOME FINANCE AGENCY

OFFICE OF INTERNATIONAL HOUSING

Exchanges information with foreign countries and provides information on foreign developments in housing, provides technical services and advice related to housing to Department of State and Agency for International Development, and provides guidance to foreign exchangees.

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

OFFICE OF INTERNATIONAL AFFAIRS

Arranges for cooperation between the United States and other nations in peaceful purposes in aeronautical and space activities; Activities include fostering the interchange of scientific information among scientists in the United States and abroad, and providing financial support for translations from foreign languages.

NATIONAL SCIENCE FOUNDATION

OFFICE OF INTERNATIONAL SCIENCE ACTIVITIES

Among other activities fosters the interchange of scientific information among scientists in the United States and other countries, and provides support for translations from foreign languages.

PANAMA CANAL COMPANY

Maintains and operates the Panama Canal.

SAINT LAWRENCE SEAWAY DEVELOPMENT CORPORATION

Constructs, maintains, and operates certain parts of the Saint Lawrence Seaway; cooperates with Canada in the control of the Saint Lawrence Seaway, and negotiates for agreement on tolls.

SMALL BUSINESS ADMINISTRATION

Among other functions, counsels and advises small business firms on foreign trade matters.

SMITHSONIAN INSTITUTION

INTERNATIONAL EXCHANGE SERVICE

Distributes publications to scientific and learned institutions abroad; carries out exchange functions assigned under treaties and other international acts.

CANAL ZONE BIOLOGICAL AREA

Administers Barro Colorado Island in Gatun Lake, on which natural features are left in original state for study by scientists.

UNITED STATES ARMS CONTROL AND DISARMAMENT AGENCY

Responsible for conduct and coordination of research concerning arms control policy, the preparation for and management of U.S. participation in negotiations on disarmament, disseminates public information on this subject and would direct United States participation in any international control systems agreed upon.

OFFICE OF THE DIRECTOR

Director is principal adviser to the President and Secretary of State on disarmament matters, directs activities of the Agency, and coordinates activities with other agencies.

GENERAL ADVISORY COMMITTEE

Advises President, Secretary of State, and Director on matters concerning arms control and security.

INTERNATIONAL RELATIONS BUREAU

Responsible for preparing for and managing United States participation in international negotiations on disarmament, and planning research on political and organizational aspects of disarmament.

241

SCIENCE AND TECHNOLOGY BUREAU

Plans and conducts research on scientific and technical aspects of arms control and disarmament, including verification problems and inspection devices.

WEAPONS EVALUATION AND CONTROL BUREAU

Participates in development of arms control measures in terms of their military implications and effects, and responsible for planning field tests to meet research objectives.

ECONOMICS BUREAU

Responsible for research program on economic, social, and behavioral impact of arms control including problems of readjustment.

OFFICE OF THE GENERAL COUNSEL

Responsible for legal representation of the Agency and directing research relating to legal arrangements for arms control and matters of international law; serves as liaison with Congress.

OFFICE OF THE EXECUTIVE DIRECTOR

Discharges administrative responsibilities.

SECRETARIAT

Responsible for insuring coordinated staff work; provides information and action documents; maintains liaison with State Department Secretariat and other agencies.

REFERENCE RESEARCH STAFF

Performs historical and analytical research and bibliographic and reference assistance, and maintains reference collection of publications and studies necessary for work of Agency.

UNITED STATES CIVIL SERVICE COMMISSION

INTERNATIONAL ORGANIZATIONS EMPLOYEES LOYALTY BOARD

Inquires into loyalty of citizens considered for employment by international organizations of which the United States is a member and makes advisory determinations to the international organizations.

BUREAU OF MANAGEMENT SERVICES

College and Foreign Visitor Program

UNITED STATES INFORMATION AGENCY

Responsible for helping achieve foreign policy objectives by influencing public attitudes in other countries and providing advice on implications of foreign opinion on present and proposed policies.

242

OFFICE OF ASSISTANT DIRECTOR (LATIN AMERICA)
OFFICE OF ASSISTANT DIRECTOR (EUROPE)
OFFICE OF ASSISTANT DIRECTOR (FAR EAST)
OFFICE OF ASSISTANT DIRECTOR (NEAR EAST AND SOUTH ASIA)
OFFICE OF ASSISTANT DIRECTOR (AFRICA)
OFFICE OF ASSISTANT DIRECTOR (SOVIET UNION AND EASTERN EUROPE)
Responsible for direction and coordination of information programs
in respective areas.

OFFICE OF POLICY

Formulates basic policies and programs; coordinates media output.

OFFICE OF ADMINISTRATION

Develops and applies administrative and management policies.

BROADCASTING SERVICE

Produces and broadcasts radio programs in English and foreign
languages, primarily to countries within Soviet orbit and selected
areas of free world.

INFORMATION CENTER SERVICE

Furnishes technical direction to information centers, libraries, and
binational cultural centers; promotes distribution of American books,
in English and translation, prepares exhibits reflecting American
achievements, and prepares material for training local English
teachers.

MOTION PICTURE SERVICE

Contracts for production of or acquires motion pictures for use
abroad.

PRESS AND PUBLICATIONS SERVICE

Produces or furnishes press materials, magazines, and photo services
to overseas posts and provides direction of use of the materials.

TELEVISION SERVICE

Produces or acquires television films and tapes for use by local
stations.

OFFICE OF THE GENERAL COUNSEL

Advises on meaning and laws affecting agency and assists in drafting
of legislation, contracts, and leases. Assists with Congressional
liaison.

OFFICE OF PUBLIC INFORMATION

Responsible for reporting of programs to American public, and serves as contact point for newspapers and other media.

RESEARCH AND REFERENCE SERVICE

Prepares data on propaganda problems and psychological factors and furnishes research about trends in programs and accomplishments.

OFFICE OF PRIVATE COOPERATION

Responsible for obtaining fullest possible use of services and facilities contributed by nongovernmental agencies to further information program objectives.

OFFICE OF SECURITY

Responsible for personnel, documentary, and physical security.

FIELD OPERATIONS

Conducts activities abroad to inform or influence foreign public opinion.

UNITED STATES TARIFF COMMISSION

Conducts public investigations and research activities relating to commercial and customs policy.

M I S C E L L A N E O U S B O A R D S , C O M M I T T E E S ,
A N D C O M M I S S I O N S

BOARD OF FOREIGN SCHOLARSHIPS

Authorized for purpose of selecting students and others to participate in exchange programs.

BOARD ON GEOGRAPHIC NAMES

Provides uniformity in geographic nomenclature and formulates policies on domestic and foreign geographic names.

COMMISSION ON INTERNATIONAL RULES OF JUDICIAL PROCEDURE

Studies and makes recommendations on existing practices of judicial cooperation between United States and foreign countries.

244

CORREGIDOR BATAAN MEMORIAL COMMISSION

Established to cooperate with group in Philippines to erect memorial to those who fought and died under American flag in the Pacific area.

EXPORT CONTROL REVIEW BOARD

Cabinet committee to consider trade control policies.

FEDERAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Promotes cooperation among Federal agencies on improving management in science and technology and includes committee on International Programs.

FOREIGN TRADE ZONES BOARD

Provides for foreign trade zones in ports of entry to expedite foreign commerce.

NATIONAL ADVISORY COUNCIL ON INTERNATIONAL MONETARY AND FINANCIAL PROBLEMS

Coordinates policies and operations of U.S. representatives on international lending agencies and other agencies of the Government.

PRESIDENT'S FOREIGN INTELLIGENCE ADVISORY BOARD

Advises President on objectives and conduct of foreign intelligence activities.

UNITED STATES ADVISORY COMMISSION ON INTERNATIONAL EDUCATIONAL AND CULTURAL AFFAIRS

Formulates and recommends policies on pertinent international exchange programs.

UNITED STATES ADVISORY COMMISSION ON INFORMATION

Recommends policies on international information activities.

38

245

Senator PELL. I wish to thank all the witnesses who contributed to this hearing and order the hearing now adjourned.
(Whereupon, at 5:10 p.m. the subcommittee adjourned.)

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